

# Kris Nelson Community-Based Research Program

*...a program of the Center for Urban and Regional Affairs (CURA)*

## A Narrative for Success: Articulating the Value of Hopewell Music Cooperative North

Prepared in partnership with  
Hopewell Music Cooperative North

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Center for Urban and  
Regional Affairs (CURA)

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# A Narrative for Success: Articulating the Value of Hopewell Music Cooperative North

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## **Purpose**

This narrative report uses successful evaluative frameworks and case studies to articulate the value of the Hopewell Music Cooperative North. This narrative shows why Hopewell is an integral part of the local community, identifies its unique attributes, and articulates the value of low and no-cost music education organizations in low-income communities of color.

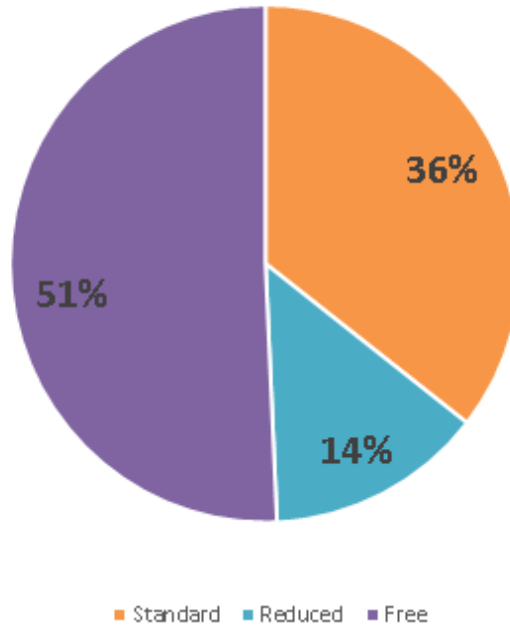
## **Overview**

Hopewell Music Cooperative North provides low and no-cost music lessons and ensemble instruction to youth and adults living, working, or going to school on the north side of Minneapolis. The Hopewell mission is to create a diverse community of northside students that grow and discover themselves with self-respect and confidence. The program structure allows students to explore music at their own pace, at a cost that is affordable to their families. Students are provided professional instruction by practicing musicians who work with them weekly for semester-long terms. Ensemble and individual public performance opportunities are also integral to each student's musical education at the school.

In many ways Hopewell Music Cooperative North is unique among youth-serving community music organizations. Its low cost and free music lessons are provided by professional music staff in a neighborhood-based and family-oriented environment, with the intent of fostering diverse community through musical experiences. While a variety of small, medium, and large-size organizations provide music education in differing capacities, none have an explicit vision of offering free music education to underserved youth in the mostly non-white north Minneapolis community. Hopewell is an organization for those who have neither the means nor the connections to get involved in tuition-based organizations – it is an organization that provides instruction to the most vulnerable.

Students pay for lessons and ensemble instruction on a sliding scale. The student payment level is determined by free and reduced lunch income guidelines. As the pie chart shows, more than half of all students participating in Hopewell’s programming attend for free, and approximately two-thirds of all students are paying less than full price.

## Hopewell Students by Payment Level



### Articulating Hopewell’s Value

This report uses two research-driven evaluative frameworks to understand and articulate Hopewell’s value. The first is the Search Institute’s 40 Developmental Assets and the second is the Wilder Institute/Minneapolis Foundation OneMinneapolis framework.

The Search Institute is a leading youth development research organization based in the Twin Cities. It developed an outline of four asset types – skills, behaviors, experiences, and relationships – that can be exceptionally helpful in youth being able to develop into successful, contributing adults. There are 40 individual assets that fit into this typology. The asset framework has been widely cited in youth development literature since it was first developed in the early 1990s. It has been instrumental in guiding youth development policy

and programming, and is a helpful way to understand the impact Hopewell has on its students.

Similar to the 40 Developmental Assets, OneMinneapolis is a framework built around the goal of supporting people to live productive, rewarding lives. OneMinneapolis was developed by the Wilder Institute in partnership with the Minneapolis Foundation. The OneMinneapolis framework focuses on creating a “positive vision for [Minneapolis] shared success.” In order to achieve this shared success, OneMinneapolis focuses on improvements within a series of community indicators including: percentage of Kindergarteners ready for school, students with strong attendance rates, students not suspended one a year or more, parents surveyed who are satisfied with their child’s school, among other indicators. In addition to these youth-centric indicators, the first part of the OneMinneapolis vision states that it is important “children have caring adults outside of their family.” These priorities were informed by qualitative and quantitative research on successful youth development practices.

### **How Hopewell Distinguishes Itself**

The Twin Cities has a variety of music programs that serve low-income and underserved populations. This section answers two questions:

- 1. How does Hopewell fit into the community and youth development frameworks outlined above?*
- 2. Given the case studies, what distinguishes Hopewell from other programs locally and nationally?*

## Hopewell and the 40 Developmental Assets

In providing music instruction,

Hopewell does more than just teach

kids to use instruments. It provides

engaged mentorship in a safe

environment for a sustained period. By

working week after week with the same

instructors, Hopewell students develop

enduring relationships with caring

adults.



These enduring relationships

have real impacts on youth. As the developmental asset framework shows us, youth with

more assets are better positioned to succeed as contributing, stable members of society.



*Children participating in Hopewell programming are developing other adult relationships beyond just their parents and family. This impacts their sense of self worth and confidence, and expands their social support network.*



*Hopewell is a community space that focuses on providing a family atmosphere. It is a place that provides participants and their family a sense of local neighborhood support. This support comes from other families, instructors, and Hopewell staff.*



*Similar to fostering a caring neighborhood, Hopewell works to ensure that youth feel valued in their community. Setting up concerts at various locations in the community expand the audience that Hopewell performers are able to impact, while at the same time garnering praise for their work.*



*Youth in the Hopewell program are all engaging in a creative activity that they likely would not have access too otherwise. Even full price lessons are significantly cheaper than other music schools, allowing students to learn a creative activity they would not otherwise have access to.*

Hopewell's focus on meeting children where they are is the kind of nurturing approach that builds youth confidence. Taken together, the four developmental assets (outlined above) that Hopewell's work directly impacts are confidence builders integral to helping them develop into positive, contributing adults.

### **Hopewell and OneMinneapolis**

The Hopewell program provides innovative educational opportunities that align with the OneMinneapolis framework. It provides collective ground-up community education in a structurally disadvantaged community. It strives for shared success in a diverse setting.

Taken in its entirety, the north side of Minneapolis is predominantly a community of color. About 37 percent of the population is white non-hispanic, while the rest identify as persons of color. About 35 percent of the north side population is African American. The entire city, by comparison, is about two thirds white.

While the north side exhibits considerable racial diversity, it also shows conspicuous signs of economic disparity among racial groups. Hopewell is working in the heart of a disenfranchised but resilient community. Decades of well-documented governmental policies have helped perpetuate such disparities. The north side has had to overcome the intrusion of the interstate highway system that cut straight through the neighborhood and isolated it from the rest of the city. It has also struggled against school segregation so much so that a court ruling in the mid 1990's found school segregation rates to violate equal protection laws

and allowed students to choose schools outside of Minneapolis. In these and other instances community has been fractured and educational institutions diluted.

Hopewell is part of a contingency of asset-based community organizations on the northside of Minneapolis that are leading a renaissance in the arts, education, business, and human development practice. Hopewell does its part to alter a narrative of disinvestment and disparity by nurturing the innate talent of community members and displaying it publicly both in traditional venues like churches and more unique venues like soup kitchens.

### *Preparing children for kindergarten*

Hopewell Musikgarten is an Early Childhood Music Education program for very young children and their families. The program provides weekly 30 minute classes for children age 5 and younger. Classes incorporate musical play activities that contribute to brain development, child-parent connection and musical aptitude.

The Musikgarten early childhood education program develops groundwork for more structured learning environments like preschool and kindergarten. It aligns with the OneMinneapolis goal that all children are equally prepared to learn when entering kindergarten.

### *Keeping kids engaged in school*

Research from Northwestern on music, educational engagement, and cognitive development finds that auditorially-impooverished youth struggle to stay focused in school. Auditory impoverishment is a term used to describe people who have low amounts of exposure to a variety of sounds at healthy noise levels. This can hurt child cognitive development and ability to learn in school. Having access to music lessons provides students with exposure to amore complex auditory environment that has been shown to have positive cognitive impacts.



### *Supporting parental engagement*

Attending music classes in a family-oriented environment. Hopewell encourages parental engagement at all levels of the Hopewell organization. From performance planning to fundraising support, parents and family members are engaged in Hopewell, deepening connections with students and the larger community.

### *Contributing other adult role models*

As the developmental asset framework makes clear, youth who have adult role models outside of just their parents are more likely to do better in school and beyond. OneMinneapolis also recognizes the benefit of having additional adult role models. Hopewell delivers on this need both through its instructors and through fostering an environment of mutual support among parents, teachers, students, administrators, and community members.

Overall, the evaluative frameworks outlined above align with the Hopewell model. As Hopewell refines its practice it will enhance the impact its work has on some of these guiding principals. The 40 developmental assets and the OneMinneapolis framework provide a useful structure to examine Hopewell's potential impact in the community and the integrity of its program design. But beyond evaluative frameworks, it is instructive to look at other organizations of similar size and with similar missions. The next section looks at three case studies and asks a few questions: First, how does Hopewell compare to similar organizations? And, second, what can Hopewell learn from these organizations to refine and empower its programming?

## **Case Study Organizations**

Interviews were conducted with staff at three youth-serving music education organizations: Walker West Music Academy in St. Paul, MN; Music & Youth in Boston, MA;

and the Joy of Music School in Knoxville, TN. These organizations were selected based upon their target populations, organizational size, and relative similarity of their missions to Hopewell's. The purpose of gathering these case studies is to understand how organizations similar to Hopewell were articulating their value and to identify the ways in which Hopewell is unique among community music education organizations. Full synopses of conversations can be found in the "Case Study Conversations" spreadsheet.

### **Walker West Music Academy**

St Paul Minnesota

Year Established: 1988

#### *Overview*

The Walker West Music Academy provides a range of music education experiences for children and adults. The Program instructs piano, drums, guitar/bass, violin, woodwinds, brass, and voice. There are private lessons and ensemble groups. Since its beginnings, the organization has been located in the Summit – University neighborhood. In 2014 Walker West served 222, hosted 6 free recitals, and students performed at 17 public events.

#### *Comparison*

Walker West Music Academy has been around for nearly 30 years, and has developed long standing relationships within the Summit-University neighborhood and the City of St Paul. While it provides instruction on a range of musical styles, it has a particular focus on jazz and gospel. It is a tuition-based organization that also provides scholarship offerings, with the goal that no child be barred from learning an instrument.

Hopewell, by comparison, is a younger and smaller organization offering just as wide a range of music education services. While it may serve fewer students, it also provides lessons at lower prices, making accessibility even easier than at Walker West. Obtaining a scholarship from Walker West requires an application, which can be a barrier for some

families. Hopewell's process, by comparison, is simple: if you cannot pay, you do not have to pay. The fact that Hopewell can still provide quality, sustained instruction across a continuum of instruments is testament to the commitment and strength of its staff.

Conversation with Walker West Staff made it clear that there were three guiding factors to the organization's enduring success: a Family ethos, sustainable leadership, and customer longevity. The organization characterizes itself as a family, not as a non-profit or business. Framing the organization in this way helps make everyone feel included as a contributor to the organization. The leadership of Walker West has been stable over the years. Although there have been a few different executive directors since the organization started, the original founders are still on the board as founding directors. This consistency has been a strong foundation for Walker West's growth. Finally, cultivating and maintaining long-term customers has helped the organization stay strong and build on success.

Hopewell exhibits some of these same burgeoning traits. It uses family-oriented language in its marketing, and has a collectivist leadership structure with the two founders and executive director at its core. As the organization develops it is focused on retaining youth and their families over many years.

## **Music & Youth**

Boston, MA

Year Established: 2004

### *Overview*

Music & Youth has a somewhat different organizational and educational model than Hopewell or Walker West. It is an intermediary organization that helps youth serving organizations set up, fund, and operate music programs on site. Music & Youth has developed a low-commitment "Clubhouse" model of music education service. In this model youth who attend after school programs like Boys & Girls Clubs are able to drop in at the

Music clubhouse and pick up an instrument. The focus of the program is on exposure: providing instruction that provides basic skills so that the kids can play in groups. The clubhouses provide lessons in guitar, drums, bass, vocals, and music production.

#### *Comparison*

The Hopewell music education structure is more formal than the structure implemented by Music & Youth, and intensively place-based in comparison. While Music & Youth also has a mission of providing music education to underserved populations, it does not tailor its model to individual neighborhoods or students. Instead it relies on the relationships current youth activity organizations have to bring in clientele. Hopewell, by comparison, has a more robust, enriching program that caters to one community and does so with careful consideration for developing long standing relationships with the youth and families who participate.

### **The Joy of Music School**

Knoxville, TN

Year Established: 1998

#### *Overview*

The Joy of Music School provides volunteer-lead music instruction to elementary and secondary school youth. Volunteers range from University of Tennessee music majors to retired music teachers. Lessons are given individually or in groups of up to 5 students. The organization provides all necessary equipment. Also, classes in areas like music production are taught by paid instructors. The school has more than 80 volunteer instructors and about 200 students. All classes and instruction is free to program participants.

#### *Comparison*

The Joy of Music School was started by businessman and philanthropist James K. Dick. It is an endowed school that is able to get consistent local press due to the founder owning local radio and television stations. Conversations with program staff indicated that the backing of the founder has helped ensure that the program has continued to be financially healthy throughout its existence. The organization also saves money by using volunteers to instruct students. Joy of Music is one of the only non-profit music education schools this researcher found that provided across the board free music lessons to youth.

The downsides of the Joy of Music model elucidate Hopewell's strengths. Using volunteers to instruct students in mostly group settings can significantly decrease the impact that the instructors can have on their students. Volunteers have higher turnover rates than paid staff because there is no incentive to stay except the intrinsic benefit of teaching music to underserved community youth. By comparison, Hopewell provides sustained individual instruction by paid staff. This means students have access to professional staff even if they do not have the ability to pay. They are able to develop longer-term relationships with positive adults outside of their family. In all, the Hopewell model provides superior services that can have long-term positive impacts on the students being served.

## **Recommendations & Conclusion**

### **Recommendations**

#### *Refine Evaluation Measures*

With this report are a series of documents and tools that can be used to track student progress and evaluate programmatic efficacy. As Hopewell begins to implement some of these tools, refinement and consistency will be important. Instructors may find that the evaluation measures used need to be tweaked, or that the questions asked of students need

to be rewritten. All of this is part of the process of solidifying uniform evaluative procedures and ensuring consistent quality across the musical education services provided.

*Create structured feedback protocol for students and parents*

Included with this report is a series of feedback and progress-tracking forms that can be integrated into the daily workings of Hopewell. There are parent, student, and teacher forms that all track basic metrics. Using these metrics can help provide a snapshot of Hopewell progress and impact. It can also guide Hopewell as it refines its programming and practice.

*Build upon community assets, go deeper*

Also supported by this report is a community asset matrix. The purpose of this matrix is to map the current and potential connections that Hopewell can develop within the community. This matrix is a jumping-off point for creating future partnership strategies. While Hopewell has made substantial inroads with organizations like Flow Art Crawl, it can continue to strengthen partnerships and reach out to new organizations.

**Conclusion**

The Hopewell Organization is poised for growth. Its mission of diversity and inclusion provides a stable base for success. By prioritizing professional teaching while still sticking to a goal of affordability, Hopewell is able to provide a quality of music education at a price unequaled by other music organizations of its kind. In addition to this Hopewell is making inroads with local community development organizations. The organization is well positioned to continue strengthening these ties.

As this report has shown, providing music lessons and opportunities for performance can have impacts on students beyond their ability to master an instrument. Music education can lead to improvements in cognitive development, connection to positive

adult role models, community involvement, and other improvements that are important to developmental health.

Hopewell can build upon its strong foundation by strengthening partnerships with other community organizations, refining evaluation measures, and creating a more structured feedback protocol for students and parents. These innovations can help refine the practice of Hopewell and support its efforts to gather various forms of support.

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## Appendices

Organization	Alignment Type					Connection Process			
	Food & Snacks	Youth arts	Education	Resource Development	Other	Strategy	Ask	Contact 1	Contact 2
FLOW Northside Arts Crawl		x				Work to have Hopewell youth participation in Crawl	How can Hopewell build on its current relationship with FLOW?		
Northside Achievement Zone		x	x	x		Attend NAZ events, meet with Academic Navigators re: music ed	Informational meeting ask	Jason Daisy Academic Navigator, 612.594.8304	Tameka Colbert Academic Navigator, 612.594.8309
Urban Homeworks					Community Engagement ideas	Set up learning conversation	Hopewell would like to learn more about Urban Homework's community engagement work	Chad Schwitters Executive Director, 612-275-2855	Enthrophic Burnett Community Engagement Specialist, 651-352-9030
Camden Business Association	x			x	Visibility and volunteer support	Attend Camden Business Association mtg	Can Hopewell present about its work at next Meeting?	<a href="http://www.camdenbusinessassoc.com/contact/">http://www.camdenbusinessassoc.com/contact/</a>	
Neighborhood Development Center				x		Get to know NDC priorities on the North Side	Informational meeting about NDC work and priorities on North Side	651-291-2480	
Groveland Emergency Food Shelf	x					Get foodshelf to provide snacks to students	Can Groveland point Hopewell to where it might be able to get in-kind snacks for its students?	(612) 871-0277	
Juxtaposition Arts		x				Hopewell partnership in Music education, supporting Juxta initiatives	How might Hopewell be able to provide support to Juxta projects?	Neeraj Mehta	
Kwanzaa Community Church			x		Networking	Set up meeting about goal alignments	Given similar goals, how might Hopewell be able to support Kwanzaa's work?	(612) 287-8152	



# HOPEWELL MATTERS

## Core Values

Community

Diversity

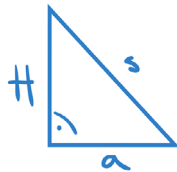
Musicianship

> Hopewell allows students to explore music at their own pace, at a cost affordable to their families

> Students get more than music lessons at Hopewell - they learn and grow with a community of mentors and peers

> Hopewell subsidizes lesson costs for more than two thirds of its students, providing access for everyone

Hopewell students develop valuable life skills while strengthening community



Academic Abilities

Studies associate music education for **all demographics** with improved:

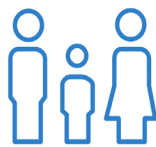
- Reading skills
- Speech encoding abilities
- Other perceptive skills connected to better learning



Complex Motor Skills

Research from Northwestern University shows that **playing music enhances development** in:

- Complex motor skills
- Coordination
- Cognition relevant to other disciplines



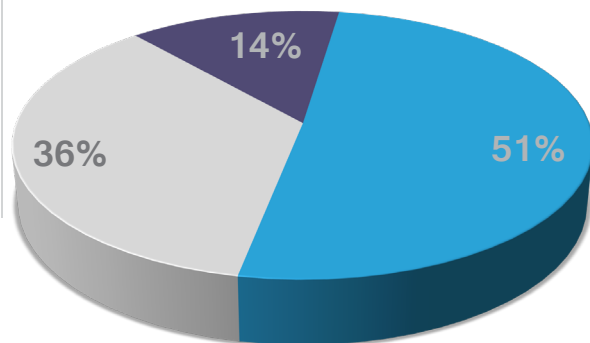
Positive Adult Relationships

- Opportunities for **ongoing mentorship experiences** between students and instructors
- Mentoring relationships have been demonstrated to **strengthen student sense of self-worth**



Self Confidence

- Key developmental asset for young people
- Developed through:
  - Performance
  - Instrument mastery
  - Constructive **support** from instructors and peers



■ Partial Scholarship   ■ Half Scholarship  
■ Full Scholarship

Hopewell's programming strengthens the community by promoting **acceptance, cooperation, and pride** within its students. Through this work, **students develop valuable skills and connections** that help them succeed in all aspects of their lives.

# Hopewell Music Evaluation

## Teacher Steps:

### Step 1:

Determine if student is Beginner, Intermediate or Advanced in each category.

### Step 2:

Assign the level (1-5) at which your student is performing in each of the 5 categories.

Record your students' progress on a weekly basis.

### Step 3:

Hand in your completed evaluation sheet (along with your lesson log) to Andrea or Brianna at the end of each month.

## Important Annually all Students MUST:

1. Learn repertoire from at least 3 musical styles
2. Learn new technical AND artistic skills
3. Perform in at least 3 public recitals, concerts or events.
4. Improve their performance, teamwork, and self-confidence levels by at least one point.

## Students are recognized at Hopewell award ceremonies for:

- Perfect Attendance**
- Half Note Award** (for advancing through Hopewell benchmarks in technique and musicianship, the award progresses through half-step intervals as student grows, ie. Half/whole/minor second/major second, etc.)
- Most Growth in Studio**
- Most Valued Community Musician** (for positive studio/schoolmate support, concert attendance)

## Categories

### SKILLS – Technique and Execution

1. Technique
  - a. Body positioning
  - b. Fingering
  - c. Scales
  - d. Strength
2. Speed
3. Accuracy
4. Tone Production
5. Memorization
6. Improvisation

### KNOWLEDGE - Music Theory

1. Note Reading
2. Where they are on the instrument
3. Rhythm reading
4. Chord system
5. Ear training
6. Pitch Accuracy
7. Understanding the instrument

### EXPRESSION

1. Dynamic Levels
2. Improvisation
3. Articulation
4. Interpretation

### PREPAREDNESS

1. Remembering music
2. Practice frequency
3. Remembering the instrument
4. Memorization

### BEHAVIORAL (social component)

1. Shyness
2. Responding to questions
3. Answering on own, without parent influence
4. Performing quantity
5. Developmental progress

# Hopewell Music Evaluation

## BEGINNER STUDENTS

### • SKILLS

- Learned notes and rests (quarter, half, whole)
- Know simple rhythm patterns
- Consistent sound
- Basic articulation – staccato and legato
- Finding correct body position/awareness
- Basic memorization, small passages

### • KNOWLEDGE

- Learned note names
- Staff recognition
- Learning rhythm names
- Identifying pieces of staff – measure, bar line, clef, time signature, tempo and dynamic markings, accents
- Learning tempo names
- Identifying parts (anatomy) of the instrument
- Learning basic History of repertoire

### • EXPRESSION

- Basic dynamics—loud and soft
- Basic tempos – fast and slow
- Basic Articulation - Short and long
- Beginning to tell a story and introduction of emotions and music

### • PREPAREDNESS

- Being on time for a lesson
- Showing up with their instrument, music and lesson assignment
- Set up daily practice routine – at least 5 min/day
- Begin working on stage presence

### • BEHAVIOR

- Attention span
- Ability to respond to questions and ask questions
- Perform at 2 recitals a year and 1 community event per year
- Developed respect for teacher, instrument,
- Self-awareness and self-responsibility (how many prompts do something)
- Starting to share skills with peers

## Level of Accomplishment or Use of Skills

**1 –Beginning – Recognizes Concept**

**2 – Emerging**

**3 –Intermediate – Begins to apply concept**

**4 – Competent**

**5 – Advanced – Consistently applies concept in performance**

# Hopewell Music Evaluation

## INTERMEDIATE STUDENTS

### • SKILLS

- Play notes and rests (8<sup>th</sup>, 16<sup>th</sup>, 32<sup>nd</sup> notes and rests)
- Beginning syncopation, dotted rhythms
- Playing intervals – diatonic
- Playing arpeggios/triad chords
- Consistent tone throughout range and style
- C – G – F – D: Major scales played with correct fingering
- Articulation – ornamentation, triplets, pizzicato, grace notes, turns
- Ability to use body to influence sound
- Memorize medium length repertoire
- Ability to play collaboratively

### • KNOWLEDGE

- 1-2 Octave scales (double hand)
- Identify 6 Key signatures both Major and minor – 3 sharps and 3 flats
- Identifying 3 types of minor scales – harmonic, melodic, natural
- Identifying intervals
- Identifying compositional form
- Learning wider range of tempo names
- Understanding the function of the parts (anatomy) of the instrument
- Learning context and time period/genre of repertoire

### • EXPRESSION

- Basic dynamics—transitions - crescendos
- Basic tempos – ability to change tempi within the same song
- Basic Articulation – bringing more articulations into repertoire
- Identifying and analyzing Phrasing
- Strings – vibrato
- Stage presence – expressing basic emotion through music

### • PREPAREDNESS

- Basic readiness expectations are met without being asked
- Daily practice routine – dissecting pieces on their own, apply lesson techniques in practice—more independence

### • BEHAVIOR

- Attention is kept throughout entire lesson, consistently
- Physical stillness and/or poise
- Can ask how to solve self-identified problem areas, self-prompted questions
- Answers are ....
- Perform at 2 recitals a year and 2 community event per year
- Self-awareness and self-responsibility (how many prompts do they need to do something)
- Paying attention to the quality of the instrument
- Starting to assist younger students

## Level of Accomplishment or Use of Skills

**1 –Beginning – Recognizes Concept**

**2 – Emerging**

**3 –Intermediate – Begins to apply concept**

**4 – Competent**

**5 – Advanced – Consistently applies concept in performance**





**What instrument do you play?**

[Empty text box for instrument response]

**What is the best part of learning music at Hopewell?**

[Empty text box for best part of learning music response]

**What is the hardest part?**

[Empty text box for hardest part response]

**When you're not playing music, what do you like to do?**

[Empty text box for other activities response]

**I am more confident performing in front of others**

Disagree / Not really / Not sure / Agree / Strongly Agree

**My teacher treats me with respect**

Disagree / Not really / Not sure / Agree / Strongly Agree

**I enjoy going to school**

Disagree / Not really / Not sure / Agree / Strongly Agree

**I feel valued by Hopewell**

Disagree / Not really / Not sure / Agree / Strongly Agree



**1. My child is improving at her/his instrument (Circle one one)**

Disagree / Not really / Not sure / Agree / Strongly Agree  
Agree

**2. Since starting at Hopewell, my child is more motivated at school (Circle one)**

Disagree / Not really / Not sure / Agree / Strongly

**3. Hopewell instructors are professional and supportive of my child (Circle one)**

Disagree / Not really / Not sure / Agree / Strongly Agree  
Agree

**4. I have seen my child's confidence improve since starting at Hopewell (Circle one)**

Disagree / Not really / Not sure / Agree / Strongly

**5. What has been the most beneficial part of Hopewell for your family?**

**6. Please provide one or two ideas for how Hopewell could improve its services**

**7. Do you feel Hopewell been a worthwhile investment for your family? (Circle one)**

Disagree / Not really / Not sure / Agree / Strongly Agree

**8. Are you interested in volunteering for Hopewell?**

Y

N

---

**If yes, please fill out the following information:**

Name \_\_\_\_\_

Contact \_\_\_\_\_

**Please check areas of interest:**

Performance support/planning

- Fundraising
- Office/other support





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