

2018 Georgia Standards of Excellence (GSE) Dance, Media Arts, and Music Survey Summary

Total Number of Respondents to Survey:272

Question #1: Which best describes your role as a respondent to this survey?

Role	Count	Percent
Parent	27	10%
Dance Teacher	14	5%
Music Teacher	194	71%
Media Arts/Theatre/Film Teacher	21	8%
Non-Fine Arts Teacher	4	2%
Administrator	3	1%
Community Member	5	2%
Teaching Artist	14	5%
Arts Organization	2	1%
Other	9	3%

Note: Total count is higher than # of survey respondents and percentages do not equal 100% as some respondents selected more than one role as applying to them.

Other	Count
Fine Arts Instructional Specialist	1
Paraprofessional	1
Student	3
Student Teacher	1
Teacher Educator (professor)	1
Theatre Production Assistant	1

Note: 1 of the 9 respondents who chose "other" did not indicate their role.

Question #2: In which Georgia County do you work or reside?

County	Count	County	Count
Banks County	1	Fulton County	18
Bibb County	1	Gwinnett County	58
Bulloch County	8	Henry County	14
Burke County	1	Johnson County	1
Camden County	1	Lamar County	1
Carroll County	2	Laurens County	1
Chatham County	12	Lee County	2
Cherokee County	6	Lincoln County	1
Clayton County	14	Lowndes County	3
Cobb County	5	McDuffie County	1
Columbia County	1	Murray County	5
Cook County	1	Muscogee County	14
Crawford County	2	Newton County	1
Decatur County	2	Oconee County	1
DeKalb County	26	Paulding County	4
Dougherty County	1	Pickens County	1
Douglas County	2	Rockdale County	10
Effingham County	2	Schley County	2
Fannin County	1	Spalding County	11
Floyd County	7	Thomas County	2
Forsyth County	19	White County	3
Franklin County	1	Whitfield County	2

Question #3: Which subject area do your comments apply?

Content Area	Count	Percent
Dance	20	7%
Media Arts	44	16%
Music	205	76%
No Response	3	1%

Question #4: Which academic grade level do your comments apply?

Grade Band	Count	Percent
Elementary School	112	41%
Middle School	53	20%
High School	76	28%
K-12	29	11%
No Response	2	>1%

For Question #5, tables are as follows:

- ☐ All survey respondents
- ☐ Dance: a table of responses each at the Elementary, Middle, High School, and K-12
- ☐ Music: a table of responses each at the Elementary, Middle, High School, K-12, and for respondent not identifying a grade level
- ☐ Media Arts: a table of responses each at the Elementary, Middle, High School, K-12, and for respondent not identifying a grade level

Question #5: Please indicate your level of agreement with the following statements pertaining to the grade band/subject area.

All Survey Respondents

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	130 48%	116 43%	18 7%	4 2%	1 >1%	269
are appropriate for students who are in this grade level/course.	104 39%	131 49%	23 9%	7 3%	2 >1%	267
define what students should know and be able to do	109 41%	135 51%	11 4%	7 3%	4 2%	266
are relevant to real world/career applications	102 38%	122 46%	27 10%	7 3%	10 4%	268
are rigorous enough to challenge learners	134 50%	117 44%	9 3%	4 2%	4 2%	268
are sufficient for the instructional time allocated to this subject/course during the school year	80 30%	116 43%	42 16%	20 8%	10 4%	268
prepare students to meet future challenges and become world-class learners	105 39%	131 49%	20 8%	7 3%	5 2%	268

Note: Total N = 272; percentages may not equal 100 due to rounding.

Dance – Elementary School

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	2 50%	2 50%	--	--	--	4
are appropriate for students who are in this grade level/course.	2 50%	2 50%	--	--	--	4
define what students should know and be able to do	2 50%	2 50%	--	--	--	4
are relevant to real world/career applications	1 25%	3 75%	--	--	--	4
are rigorous enough to challenge learners	1 25%	3 75%	--	--	--	4
are sufficient for the instructional time allocated to this subject/course during the school year	1 25%	3 75%	--	--	--	4
prepare students to meet future challenges and become world-class learners	2 50%	2 50%	--	--	--	4

Note: Total N = 4; percentages may not equal 100 due to rounding.

Dance – Middle School

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	--	1 100%	--	--	--	1
are appropriate for students who are in this grade level/course.	--	1 100%	--	--	--	1
define what students should know and be able to do	--	1 100%	--	--	--	1
are relevant to real world/career applications	--	1 100%	--	--	--	1
are rigorous enough to challenge learners	--	1 100%	--	--	--	1
are sufficient for the instructional time allocated to this subject/course during the school year	--	1 100%	--	--	--	1
prepare students to meet future challenges and become world-class learners	--	1 100%	--	--	--	1

Note: Total N = 1; percentages may not equal 100 due to rounding.

Dance – High School

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	2 25%	5 63%	1 13%	--	--	8
are appropriate for students who are in this grade level/course.	1 13%	7 88%	--	--	--	8
define what students should know and be able to do	2 25%	5 63%	1 13%	--	--	8
are relevant to real world/career applications	1 13%	6 75%	1 13%	--	--	8
are rigorous enough to challenge learners	2 25%	6 75%	--	--	--	8
are sufficient for the instructional time allocated to this subject/course during the school year	1 13%	3 38%	4 50%	--	--	8
prepare students to meet future challenges and become world-class learners	1 13%	5 63%	2 25%	--	--	8

Note: Total N = 8; percentages may not equal 100 due to rounding.

Dance – K-12

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	6 86%	1 14%	--	--	--	7
are appropriate for students who are in this grade level/course.	6 86%	1 14%	--	--	--	7
define what students should know and be able to do	6 86%	1 14%	--	--	--	7
are relevant to real world/career applications	6 86%	1 14%	--	--	--	7
are rigorous enough to challenge learners	5 71%	2 29%	--	--	--	7
are sufficient for the instructional time allocated to this subject/course during the school year	6 86%	1 14%	--	--	--	7
prepare students to meet future challenges and become world-class learners	6 86%	1 14%	--	--	--	7

Note: Total N = 7; percentages may not equal 100 due to rounding.

Music - Elementary

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	50 52%	39 40%	7 7%	--	1 1%	97
are appropriate for students who are in this grade level/course.	31 33%	52 55%	9 10%	2 2%	1 1%	95
define what students should know and be able to do	37 39%	54 56%	2 2%	1 1%	2 2%	96
are relevant to real world/career applications	36 38%	48 50%	8 8%	1 1%	3 3%	96
are rigorous enough to challenge learners	51 53%	39 41%	3 3%	1 1%	2 2%	96
are sufficient for the instructional time allocated to this subject/course during the school year	21 22%	43 45%	18 19%	10 10%	4 4%	96
prepare students to meet future challenges and become world-class learners	33 34%	55 57%	4 4%	1 1%	3 3%	96

Note: Total N = 98; percentages may not equal 100 due to rounding.

Music – Middle School

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	27 63%	14 33%	1 2%	1 2%	--	43
are appropriate for students who are in this grade level/course.	26 61%	9 21%	5 12%	2 5%	1 2%	43
define what students should know and be able to do	24 56%	17 40%	--	1 2%	1 2%	43
are relevant to real world/career applications	21 49%	15 35%	3 7%	1 2%	3 7%	43
are rigorous enough to challenge learners	28 65%	13 30%	--	1 2%	1 2%	43
are sufficient for the instructional time allocated to this subject/course during the school year	17 40%	17 40%	6 14%	2 5%	1 2%	43
prepare students to meet future challenges and become world-class learners	21 49%	19 44%	1 2%	1 2%	1 2%	43

Note: Total N = 43; percentages may not equal 100 due to rounding.

Music – High School

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	19 42%	23 51%	3 7%	--	--	45
are appropriate for students who are in this grade level/course.	16 36%	23 51%	6 13%	--	--	45
define what students should know and be able to do	16 36%	26 58%	2 5%	--	--	44
are relevant to real world/career applications	13 29%	24 53%	6 13%	1 2%	1 2%	45
are rigorous enough to challenge learners	19 42%	26 58%	--	--	--	45
are sufficient for the instructional time allocated to this subject/course during the school year	14 31%	23 51%	4 9%	3 7%	1 2%	45
prepare students to meet future challenges and become world-class learners	17 39%	23 51%	5 11%	--	--	45

Note: Total N = 45; percentages may not equal 100 due to rounding.

Music – K-12

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	9 50%	7 39%	2 11%	--	--	18
are appropriate for students who are in this grade level/course.	7 39%	11 61%	--	--	--	18
define what students should know and be able to do	9 50%	7 39%	2 11%	--	--	18
are relevant to real world/career applications	8 44%	5 28%	3 17%	2 11%	--	18
are rigorous enough to challenge learners	10 56%	7 39%	1 6%	--	--	18
are sufficient for the instructional time allocated to this subject/course during the school year	5 28%	7 40%	4 22%	--	2 11%	18
prepare students to meet future challenges and become world-class learners	8 44%	8 44%	1 6%	1 6%	--	18

Note: Total N = 18; percentages may not equal 100 due to rounding.

Music – Did not identify a grade level

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	4 100%	--	--	--	--	1
are appropriate for students who are in this grade level/course.	4 100%	--	--	--	--	1
define what students should know and be able to do	4 100%	--	--	--	--	1
are relevant to real world/career applications	4 100%	--	--	--	--	1
are rigorous enough to challenge learners	4 100%	--	--	--	--	1
are sufficient for the instructional time allocated to this subject/course during the school year	4 100%	--	--	--	--	1
prepare students to meet future challenges and become world-class learners	4 100%	--	--	--	--	1

Note: Total N = 1.

Media Arts – Elementary

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	3 33%	3 33%	1 11%	2 22%	--	9
are appropriate for students who are in this grade level/course.	2 22%	4 44%	1 11%	2 22%	--	9
define what students should know and be able to do	1 11%	4 44%	3 33%	1 11%	--	9
are relevant to real world/career applications	2 22%	3 33%	3 33%	1 11%	--	9
are rigorous enough to challenge learners	2 22%	4 44%	1 11%	1 11%	1 11%	9
are sufficient for the instructional time allocated to this subject/course during the school year	2 22%	3 33%	2 22%	2 22%	--	9
prepare students to meet future challenges and become world-class learners	2 22%	3 33%	1 11%	2 22%	1 11%	9

Note: Total N = 10; percentages may not equal 100 due to rounding.

Media Arts – Middle School

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	3 33%	6 67%	--	--	--	9
are appropriate for students who are in this grade level/course.	4 44%	4 44%	1 11%	--	--	9
define what students should know and be able to do	4 44%	5 56%	--	--	--	9
are relevant to real world/career applications	5 56%	4 44%	--	--	--	9
are rigorous enough to challenge learners	5 56%	3 33%	1 11%	--	--	9
are sufficient for the instructional time allocated to this subject/course during the school year	4 44%	4 44%	--	--	1 11%	9
prepare students to meet future challenges and become world-class learners	5 56%	4 44%	--	--	--	9

Note: Total N = 9; percentages may not equal 100 due to rounding.

Media Arts – High School

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	6 30%	10 50%	3 15%	1 5%	--	20
are appropriate for students who are in this grade level/course.	7 35%	11 55%	1 5%	1 5%	--	20
define what students should know and be able to do	6 30%	8 40%	5 25%	1 5%	--	20
are relevant to real world/career applications	7 35%	7 35%	5 25%	1 5%	--	20
are rigorous enough to challenge learners	8 40%	8 40%	3 15%	1 5%	--	20
are sufficient for the instructional time allocated to this subject/course during the school year	6 30%	8 40%	3 15%	2 10%	1 5%	20
prepare students to meet future challenges and become world-class learners	7 35%	6 30%	5 25%	2 10%	--	20

Note: Total N = 21; percentages may not equal 100 due to rounding.

Media Arts – K-12

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	1 33%	2 67%	--	--	--	3
are appropriate for students who are in this grade level/course.	1 33%	2 67%	--	--	--	3
define what students should know and be able to do	1 50%	1 50%	--	--	--	2
are relevant to real world/career applications	1 33%	2 67%	--	--	--	3
are rigorous enough to challenge learners	2 67%	1 33%	--	--	--	3
are sufficient for the instructional time allocated to this subject/course during the school year	2 67%	1 33%	--	--	--	3
prepare students to meet future challenges and become world-class learners	2 67%	1 33%	--	--	--	3

Note: Total N = 3; percentages may not equal 100 due to rounding.

Media Arts – Did not indicate grade level

The grade band/course standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	--	1 100%	--	--	--	1
are appropriate for students who are in this grade level/course.	--	1 100%	--	--	--	1
define what students should know and be able to do	--	1 100%	--	--	--	1
are relevant to real world/career applications	--	1 100%	--	--	--	1
are rigorous enough to challenge learners	--	1 100%	--	--	--	1
are sufficient for the instructional time allocated to this subject/course during the school year	--	1 100%	--	--	--	1
prepare students to meet future challenges and become world-class learners	--	1 100%	--	--	--	1

Note: Total N = 1.

Examples of Comments:

Dance:

- The new dance standards are concise and clear. They can be easily implemented in any classroom, regardless of the resources a teacher might have. They are vertically aligned and challenge the students to grow as learners and artists.
- The Dance standards help outline a strong college equivalent curriculum for those with the faculty to offer these courses as presented.
- These are such an improvement over the former standards. The high school standards will bring a world class program to GA students.

Music:

- Let's stick with what we decide on for more than 5 years. It takes time to perfect teaching to these standards.
- The standards are very clear. It is a concern that all schools do not see students the same number of times per school year, so the success rate of achieving these goals will be mixed.
- I like that standards for students creating and sharing their own compositions has been added to the curriculum.
- I think the elementary general music standards are very clear and well-laid out. They are more understandable than the previous ones.
- I like the additional clarity and that the standards are not all the same K- 12 for every music course like the GPS.

Media Arts:

- I believe these areas of education are extremely important to a child's learning experience and brain development.
- There needs to be a pacing guide with suggested topics for projects or required assignments or all grade levels related to fine arts in the state of Georgia.
- The standards, to me, are more clear and concise. I do appreciate that they are sectioned into four categories: creating, performing, responding, connecting. Each level building the students' knowledge.

Comments of Concern:

- Some schools do not currently have any music programs at the elementary level.
- Lack of resources
- Programs are greatly affected by the inconsistent system-to-system schedules. Block scheduling, in particular, greatly impacts these living art forms.
- What can be done at the state and local levels to ensure that all students receive arts education daily?
- The standards are fine. The problem is there is no time or money to implement them in the classroom.
- The standards are fine. The problem is there is no time or money to implement them in the classroom.
- It is difficult to cover so much content with just weekly instruction, especially when some grade levels are responsible for taking Student Growth Measure in the fall and spring.