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Recruitment and Retention in the Choral Classroom

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RECRUITMENT AND RETENTION IN THE CHORAL CLASSROOM

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INTRODUCTION

Recruitment and retention of students in a choral classroom remain a priority for music educators. When the traditional methods don't work, look to strengthen relationships and refine teaching tactics to be more inclusive and culturally relevant.

RESEARCH QUESTION

How can teachers use strategies to improve recruitment and retention in a music program?



METHODS: LITERATURE SEARCH

Elements that affect student enrollment were identified through professional research journals. Searched databases include:

- JSTOR
- Professional Development Collection
- Eric



RESULTS AND FINDINGS

Teachers must:

- Consider curriculum changes and teaching strategies
- Build strong relationships with other directors
- Enrich social ties between students
- Adjust teaching practices to meet the needs of all students
- Engage in culturally responsive teaching, inclusive strategies, and adjusting class offerings to improve enrollment numbers.

CONNECT!

Teachers should get to know their students and teach them with that background knowledge

SELECTED LITERATURE

Bond, V. L. (2014). Culturally responsive teaching in the choral classroom. *Choral Journal*, 55(2), 8-15.

Freer, Patrick K. (2012). The successful transition and retention of boys from middle school to high school choral music. *The Choral Journal*, 52(10), 8-17.

Fuelberth, Rhonda, Todd Christy, Fuelberth, R., & Todd, C. (2017). "I dream a world": Inclusivity in choral music education. *Music Educators Journal*, 104(2), 38-44.

Mellizo, J. (2020). Music education, curriculum design, and assessment: Imagining a more equitable approach. *Music Educators Journal*, 106(4), 57-65.

ANALYSIS

Our students come to us from a variety of backgrounds and it is our job to meet them where they are and progress from there.



Wang and Humphreys find that most teachers (99%) believe the music curriculum should include culturally diverse music

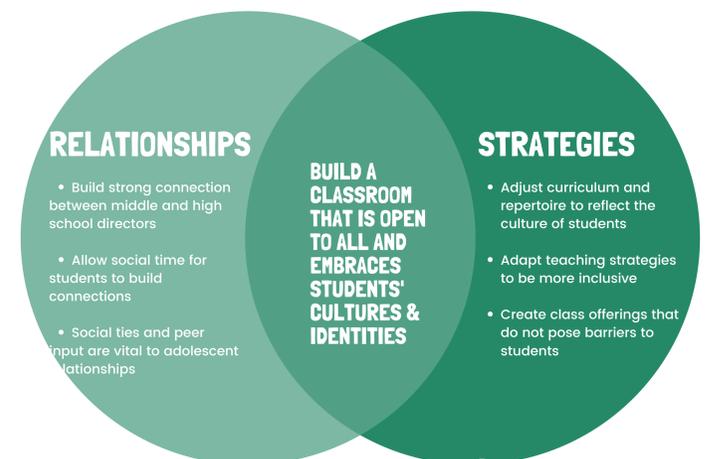
Too often, music teachers expect their students to fit the mold and conform to our expectations which are based on a western classical art tradition.



Only a staggering 35% report that they include multicultural music in their lessons and concerts

Teachers must be ready to challenge their beliefs and past experiences in order to change and improve.

Respecting diversity and practicing inclusion are vital elements to a successful music program.



CONCLUSION

When teachers work for a high-quality program that has an inclusive classroom culture, more students feel welcome and are more likely to enroll in the class. Teachers who want to increase enrollment through improved teaching strategies must consider elements such as gender identity, cultural background, social and special needs of their students.

Students need to be met where they are, and encouraged throughout their musical journey. If they feel valued and respected, they are more likely to continue in music participation throughout their lives.