Imagining What's Next A Conversation for 7-12 Music Educators Tuesday, July 21st, 2020 download today's slide deck at: www.joinsll.com **COULD THIS BE THE RENAISSANCE OF MUSIC EDUCATION?**



- · It's time to "let it go!"
- · Mourn in private, celebrate in public.
- You set the course, tone and expectation.
- · Fill the void
- · Dream big and reach far. Inspire yourself first!

YOU CAN DO THIS!

THE NEW NORMAL

PLAN 1: Teaching a section/quarter entirely remotely

PLAN 2: Teaching in a truncated form

PLAN 3: Teaching in person with social distancing



You have to plan for all three simultaneously!

BUILD WITH THE WORST IN MIND, AND YOU'LL BE FINE



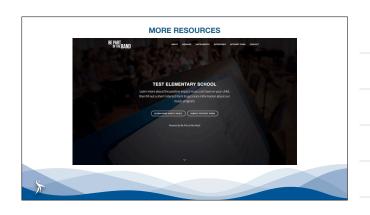
Step By Step Solutions
PROBLEM ONE : ELEMENTARY

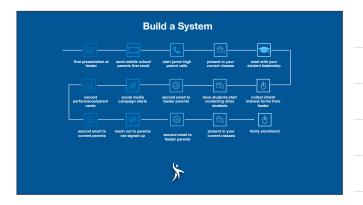
COLLABORATE WHILE YOU CREATE

- This situation is changing day-by-day, you have to spread the work and the message among the masses in your district and profession.
- Work with the other music teachers in your district (feeder teachers) and department. A unified voice is a more powerful voice.
- Collect your resources in one place and organize them.
- Share your plan with your admin team and fine arts coordinator prior to beginning the process to see if there are any concerns or "must haves."
- involve your student leaders, boosters and parents. Provide specific tasks and deadlines.
- Reach out to you local music store.
- Share your ideas with your colleagues, friends and on your social media channels.













Integrated Thematic Instruction

Each ensemble learned three pieces themed on heroes. We invited dignitaries and administrators to narrate the concert.

For the unit, each student had to:

- · choose a hero, research them and write a report.
- · write to a hero
- · interview a family member about a hero
- · complete an artistic interpretation of their hero
- research a college/training/armed forces that would allow them to follow in a similar pathway

My students still talk about this experience.

THE PLAN



STEP 1: Pick a theme for the quarter

STEP 2: Pick appropriate music

STEP 3: Develop and layer your musical & instructional elements

STEP 4: Create a culminating event/activity

Be prepared to layer all of your materials to "water up" or "water down" the experience/materials.

THE KEY IS LAYERED INSTRUCTION

- Think of all of your instruction like you think of music.
- Think programmatically and not individual classes.
- Put SUSTAINABILITY at the forefront of every decision.
- Structure EVERYTHING for the worst case scenario and build towards the best case scenario.
- $\bullet \ \ \text{Music assessment should be utilized at the same rate it would be if school were in session.}$
- Be PREPARED to adjust with a moments notice.
- $\,\cdot\,\,$ Share your plan and rationale with your students, parents and administrators.

Sustainable, scaleable, social and student centered!



BACKWARDS NOITOURTENI DLIUB THEME → PHASE 1 — → PHASE 2 — → PHASE 3 I teach three weeks of online leadership and pick a show with a leadership in themed show with a leadership theme leadership theme LEADERSHIP We do an Integrated Start with the We rehearse Of Sailors and Whales Thematic Unit on Of Sailors and Whales LITERATURE study of Moby Dick and discuss Moby Dick Students research careers in music, do a project on their musical role model Students research Students trace a piece of music backwards CAREERS careers in music, pick a pathway and a find a college Pick a theme that is scaleable, universal, and meaningful that you can build upon for your ENTIRE PROGRAM

Be creative with your ideas and instructional elements. These are the things/activities that your student will remember years from now. Infuse them with (virtual) interaction and make sure they are attainable and safe during these difficult times.

GO BIG IN TERMS OF IMPACT AND SMALL IN TERMS OF EFFORT!

Perform at the elementary schools Mock adjudicate old shows Adopt another band/group Commission a work Teach leadership Break your group up into smaller bands Study music Do four smaller shows history Have sectional competitions Compose something Run an indoor winds program Post drill on Tik-Tok Start chamber ensembles Do a concert for healthcare workers Make every student Bring adjudicators to you learn a new instrument Do a community parade down a different street every Friday Teach jazz & improv Run a remote private lesson program Do a different concert at halftime every week Put kids in groups of 20 and learn their own show

IN PLANNING, GIVE YOURSELF ROOM TO GROW

- Music should be a grade level lower that you would typically choose.
- · Drill should be 50% less than you would use.
- · Plan for 25% fewer rehearsals and 25% more absences.
- · Plan to use in class rehearsals for non-musical things.
- Structure what you build so that you can scale the instruction without scaling your workload.



UTILIZE DIFFERENT RESOURCES - DEPARTMENTS

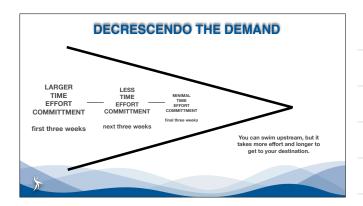


- · Use video, written, and musical resources.
- · Incorporate games and activities.
- Require student interactivity/social experiences as a part of the process.
- Incorporate other departments/administration.
- · Utilize social media to share.

SOME TIPS FOR INSTRUCTIONAL DESIGN

- Have real materials with real meaning. Don't do something just to say you did something. Have an objective, a rationale and a plan that is flexible.
- Design instructional units to have two instructional elements and one activity element a week. Maximum three days a week.
- Make your content and medium diverse. Switch it up every time. You can use video, audio, reading, writing, practicing, etc... Vary the medium and instructional components to increase interest.
- Keep your schedule consistent so even if they forget what they need to do, they remember that they need to do something every M/W/F
- Make Friday a "desert day," sweet and fun. If they enjoy doing it, they are more likely to do it and it gives you something to praise and motivate them with the rest of the week.





REMEMBER THE PLAN



STEP 1: Pick a theme

STEP 2: Pick your music

STEP 3: Develop written, musical, & instructional elements

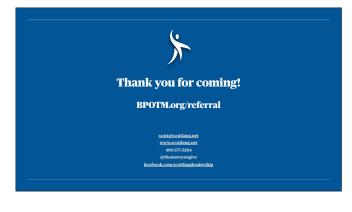
STEP 4: Create a culminating event/activity

Sustainable, scaleable, social and student centered!

Your students will remember this time history and in their lives.

HOW THEY REMEMBER IT IS UP TO YOU!

YOU GOT THIS!



http://joinsll.com/leadership-university-fall-2020-director-registration/



PLANNING FOR THE WORST

NO REQUIRED LITERATURE

NO JUDGES

NO RANKINGS/RATINGS

NO PUBLIC PERFORMANCE/CONCERT

NO PRESSURE

Layered instruction

Integrated thematic instruction

NO PRESSURE

Possible ITI Themes

Leadership

African-American composers

Conflict/war

Historical events Geography/locations

Musical styles Famous composers

Great literary works

Female composers Current events

Music of the Spanish Flu Music from times of difficulty

Shakespeare Compositions for film Music from/about sports

Professions in music

Music from different time periods

Music as a therapy

What do you want to teach?

How do you want to teach it?

How will you layer it?

How will you assess it?

KEY TALKING POINTS FOR ALL COMMUNICATIONS

Music (and the arts) is a critical part of not just a well rounded curricula but of the entire school experience.

Music (and the arts) are key tools in ensuring social-emotional wellness.

Until proven otherwise, instrumental music can be taught safely.

Schools that maintain a broad set of experiences for their students will be schools of choice moving forward. The decision made now will impact the schools for years to come.

Be understanding, but not accepting of "Pandemic Theatre." Empathize, engage and educate.



THE FIVE PHASES



PHASE ONE: What's happening & what's possible.

PHASE TWO: This is real.

PHASE THREE: This isn't fun.

PHASE FOUR: This isn't going away/Planning for the unknown.

PHASE FIVE: The students return.

FOUR POSSIBLE CONTINGENCIES

- Changes to your program will be minimal in nature. You have few if any summer activities, your have already completed recruitment and retention, and have no large trips planned for the fall.
- Changes to your program will have some impact. You have some late summer activities which could be impacted and enrollment is not verified. Your budget is not set in stone and you will likely not be able to function as you did before without alteration.
- Changes to your program will likely be significant. You rely heavily on summer activities, are unsure about if and when school will start and do not believe you can sustain your activities without significant changes.
- We continue with distance learning and closed campuses.

We need to be acting now as we are moving into to e decision making process as we speak.



BECOME A PART OF THE PROCESS

- SET UP A MEETING: Immediately set up a meeting with your admin team. Let them
 know that you want to be a part of the school solutions team and that your experience
 allows you some unique insights.
- ESTABLISH CREDIBILITY: Let them know you are active regionally and nationally with other music teachers and have the latest ideas and trends that are being discussed and implemented.
- COMMUNICATE CLEARLY AND VERTICALLY: Make your admin team aware that you are wanting to communicate with the district office and governing board about this issue. Email your district fine arts coordinator/superintendents and let them know that you are very interested in serving as a sounding board or representative of your department/ curricula. Craft and send a BRIEF Email your Governing Board letting them know that are wanting and willing to assist and that you have real solutions to any concerns that they might have.





BUILD A COALITION

- Prepare to seek feedback from your students and parents regarding their participation in music.
- Meet with your booster board and have financial and physical plans/materials in place.
- Start dialoging with other music teachers in your district and area. Be sure to include different curricula and age groups (elem/MS/HS)
- Start dialoging with other impacted programs in your campus (sports/arts/clubs/activities)
- Communicate with your State MEA groups.
- If you have access to influencers and community leaders have them on stand-by.
- · Involve your local music store.







- Regularly check national music websites and trusted resources.
- Regularly check the CDC.
- Collect relevant and reliable data and store it in a singular easy to access place.
 - Highlight and save relevant information and save the citation.
 CDC/instrument manufacturers/professional organizations.
- Create a list of safety "assets" that you have.
 - section leaders, parents, staff, stands, outdoors, occupy time (exchange and share).
- Create a list of vulnerabilities for your program (exchange & share).
- Create a list of vulnerabilities for the school (exchange and share).

Build a case for music being the SAFEST place for kids to be.



- Create a survey to gather data from students parents:
 - Ask about enrollment/participation for next year (1-5).
 - How "safe" they feel (1-5).
 - What precautions they would like to see in place to better ensure student safety.
 - How important is music in their decision to return to campus or this campus?
 - · If you had to share a comment with a decision maker...
 - · Have a question/comment box
 - · Segment it by student/parent.
 - Segment it by building & level (elem/ms/hs) and content (B/C/O)
 - Share it with other content areas and other schools





Provide solutions

- Create an instrument/facility cleaning "party." Have stations where things can be taken to be cleaned. Ensure that the students are wearing whatever protective gear is required and that you are using approved products.
- Create "safety officers" for each class to help ensure that protocols are being met.
- Involve chaperones/boosters and leaders in monitoring their implementation but also provide feedback as to how parents and kids are feeling.
- Remember that the students and parents have been through a lot. Be sensitive to their emotional well being as well as their physical well being.
- Model for your students what you expect to see out of them.



PROVIDE SOLUTIONS

- Create a list of all equipment/materials that are currently being shared (instruments/mallets/mutes/chairs/ stands/etc...) Start to think through the process of eliminating or cleaning shared materials. This includes mocking up a list of new and needed equipment.
- Encourage all students to have their instruments cleaned using proper protocol prior to returning to school. If they are cleaning their own instrument, please be sure to check a reliable source prior to doing so. Conn-Selmer is a good source for this.
- Create a list of shared facilities in which students congregate (rehearsal spaces/locker rooms/bathrooms/ practice rooms/uniform rooms/dorm rooms/etc... Start to think through the process of eliminating or cleaning shared spaces. This could include what and how you use rooms, as well as the protocol for cleaning them
- Make a list of all classes and activities that would be affected by a social distancing rule (classes/gatherings/ instructional activities). Begin to strategize how you could after these activities to address health and safety concerns. Specifically be prepared to factor in number of studentis/square footage and rehearsal set up.





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Communicate & Collaborate

- Each program should choose someone to be a communication chair. Someone to format the docs, manage the flow of information, coordinate with the other chairs and the social media feed. This should not be a teacher.
- Decide what information is relevant to whom and whether you want to share it individually or collectively.
- Sit down with your booster president/key/students parent and determine what can and should be shared by the boosters and what can and should be covered by the school/organization. Make a clear distinction
- Document all of the changes you have and are making for future reference and to show what steps your organization has taken to meet the health and instructional challenges head on.

- Prepare a "one sheet" with all of the relevant data from the survey.
 Be sure to include testimonials from students and parents
- Prepare an additional "one-sheet" with obstacles and solutions.
 Be open to feedback or the addition of more obstacles.
- Document all of the changes you have and are making for future reference and to show what steps your organization has taken to meet the financial challenges head on.

Communicate & Collaborate

WE WANT KIDS TO BE SAFE, SO BE SOLUTIONS ORIENTED, DATA DRIVEN, AND BE KIND.

There are people who are already trying to take advantage of the situation.

Make sure those in power are mindful of the Harbinger effect and the impact of schools recruiting.

Use the students and parent's voices and opinions as they will be heard the loudest.

Be an advocate for your program, but a member of the school team!



Stick to the Plan Step 1 : Become a Part of the Process Step 2: Build a Consortium Step 3: Educate Yourself/Collect Data Step 4: Provide Solutions Step 5: Communicate and Collaborate START TODAY! Few teachers are as prepared to adapt and pivot the way a music teacher is. THIS IS WHEN OUR STUDENTS WILL SEE WHAT KIND OF TEACHERS AND PEOPLE WE TRULY ARE! In previous webinars we discussed... Think Different **COVID Curricula** Recruitment & Retention Leadership Selection and Development From Surviving to Thriving Best Practices for Educating in an Online World