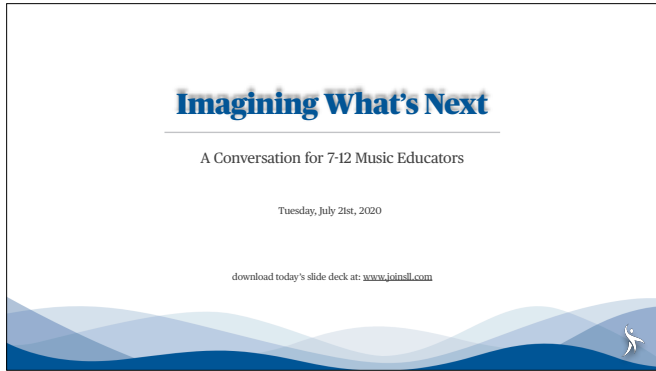


# Imagining What's Next

A Conversation for 7-12 Music Educators

Tuesday, July 21st, 2020

download today's slide deck at [www.jainill.com](http://www.jainill.com)



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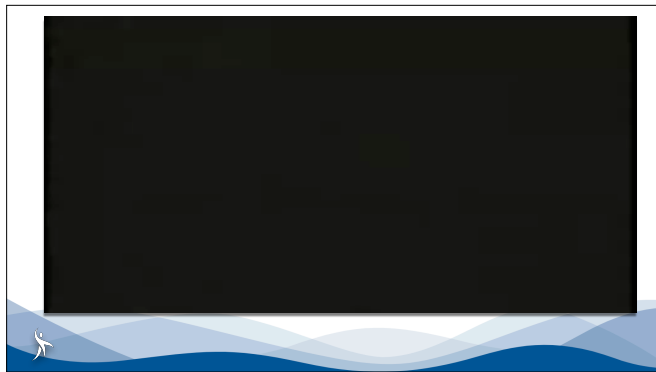
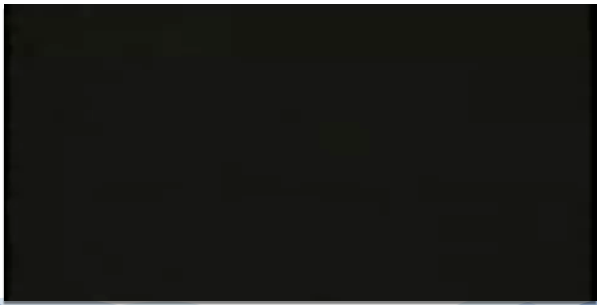
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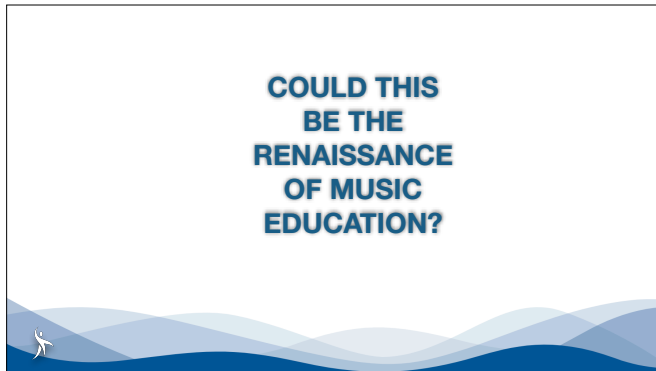
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**COULD THIS  
BE THE  
RENAISSANCE  
OF MUSIC  
EDUCATION?**



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- 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!**

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## 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**

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Step By Step Solutions  
**PROBLEM ONE : ELEMENTARY**

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### 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.



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### WE HAVE CREATED RESOURCES FOR YOU



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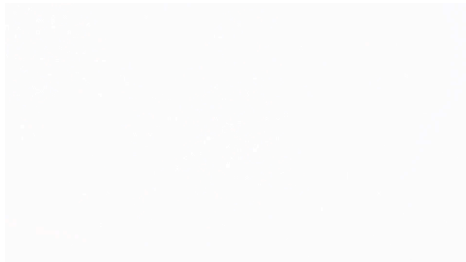
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### MORE RESOURCES



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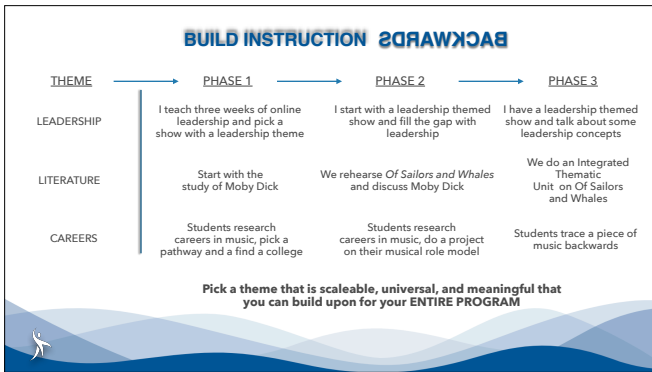
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Mock adjudicate old shows    Adopt another band/group    Perform at the elementary schools

Commission a work    Raise money for a charity    Teach leadership

Run a food or clothing drive    Contact a composer    Break your group up into smaller bands

Study music history    **Be creative with your ideas and instructional elements. These are the things/activities that your student will remember years from now.**    Compose something

Infuse them with (virtual) interaction and make sure they are attainable and safe during these difficult times.

Start chamber ensembles    Do a concert for healthcare workers    Bring adjudicators to you

Do a community parade    Make every student learn a new instrument

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

Put kids in groups of 20 and learn their own show    Post a remote private lesson program

Do a different concert at halftime every week

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Mock adjudicate old shows    Adopt another band/group    Perform at the elementary schools

Commission a work    Raise money for a charity    Teach leadership

Run a food or clothing drive    Contact a composer    Break your group up into smaller bands

Study music history    Do four smaller shows    **Be creative with your ideas and instructional elements. These are the things/activities that your student will remember years from now.**    Have sectional competitions

Infuse them with (virtual) interaction and make sure they are attainable and safe during these difficult times.    Post drill on Tik-Tok    Compose something

Start chamber ensembles    Do a concert for healthcare workers    Bring adjudicators to you

Do a community parade    Make every student learn a new instrument

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

Put kids in groups of 20 and learn their own show    Post a remote private lesson program

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## 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.



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## 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.

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## 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.



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## DECRESCENDO THE DEMAND

LARGER  
TIME  
EFFORT  
COMMITMENT

LESS  
TIME  
EFFORT  
COMMITMENT

MINIMAL  
TIME  
EFFORT  
COMMITMENT

first three weeks

next three weeks

final three weeks

You can swim upstream, but it takes more effort and longer to get to your destination.



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## 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!



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

**HOW THEY REMEMBER  
IT IS UP TO YOU!**

**YOU GOT THIS!**



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**Thank you for coming!**

**BPOTM.org/referral**

scott@southlang.net  
www.scottlang.net  
480.577.5264  
@themoreyougive  
facebook.com/scottlangleadership

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

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**PLAN FOR THE WORST**

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## PLANNING FOR THE WORST

NO REQUIRED LITERATURE  
NO JUDGES  
NO RANKINGS/RATINGS  
NO PUBLIC PERFORMANCE/CONCERT

NO PRESSURE



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## Layered instruction

Integrated thematic instruction

NO PRESSURE



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## Possible ITI Themes

Leadership	Female composers
Heroes	Current events
African-American composers	Music of the Spanish Flu
Conflict/war	Music from times of difficulty
Historical events	Shakespeare
Geography/locations	Compositions for film
Musical styles	Music from/about sports
Famous composers	Professions in music
Great literary works	Music from different time periods
	Music as a therapy



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**What do you want to teach?**

**How do you want to teach it?**

**How will you layer it?**

**How will you assess it?**



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**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.



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**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.

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Step 2:  
**BUILD A COALITION**



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Step 2:  
**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.



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Step 3:  
**EDUCATE YOURSELF  
& COLLECT DATA**



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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!**



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**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!



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## 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



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