What Will Music Class Look Like - Fall 2020 and Beyond?

by Nyssa Brown, Music Ed Forward
musicedforward.com

SELF - How am I showing up?
Personal mindset and dispostions

COMMUNITY - How can music serve and heal our community?

STUDENT - What are the social and emotional needs of my students?
How can music help?

Regulations

What do the following governing bodies say?

- country
- region
- state
- city
- school district
- school

What are the parameters for safety?

- social distance/spacing
- class size
- masks
- movement restrictions between classes
- activity restrictions
- materials restrictions
- cleaning/disinfecting restrictions
- staggered class days/times
- event restrictions
- health screenings

General Music Education

Class Structure

How will we structure classes? What will class logistics look like?

- full class size, in person
- full class size, in person on a cart
- smaller class sizes, but all in person
- smaller class sizes, but all in person - on a cart
- smaller class sizes, but blended online
- fully online, no in-person class

Can larger classes
- be broken into smaller classes?
- meet in multiple classrooms simultaneously?
- meet staggered - some online, some person, on a rotating basis?

Can we sing/play instruments/ move at school?

- Yes → Perform at school, according to guidelines, supplement curriculum, as needed - in any class configuration you are allowed.
- No → Course Enrollment

Students have music class in homeroom configuration (or some variation of it), then. . .

offer different class configurations/ways students can participate in music

What will music learning look like?

- **focus on Perform in class** (without the singing/ wind instruments) - Unpitched percussion - Body percussion - Barred instruments - Found sounds - Recycled instruments
- encourage Perform at home: focus on other things during in-school music class - Create - Respond - Connect
- focus on OTHER standards that we can't when we have performance pressure - create - perform - respond - connect relevant to community context
- invite Project-based or inquiry: opportunities for students to follow their own curiosity - style/genre - message/impact - their instrument - aspects of the standards we can't usually meet - music in general
- collaborate with art, PE, etc to create standards-based learning in multiple area - combined into one lesson (for now)
- target social emotional learning by choosing activities that ask students to reflect, connect, process
- create themed, interest-based class cohorts on specific topics - popular music - global music - ukelele - composition - music tech
- create surprise music events every week/2 weeks/etc - based on student interest/survey - students have to choose one per <week> - perhaps by grade level - perhaps connected to homeroom learning

Ensembles in Music Education

Class Structure

How will we structure classes? What will class logistics look like?

- full class size
- full class size, blended online
- smaller class sizes, but all in person
- smaller class sizes, but blended online
- fully online, no in-person class

Can we sing/play instruments at school?

- Yes → Perform at school, according to guidelines, supplement curriculum, as needed
- No → Course Enrollment

Keep enrollment in ensembles as they are now, then . . .

Offer different courses temporarily for ensemble students

What will music learning look like?

- **keep focus on perform** 1) Kids perform at home 2) We we teach things at school that support practicing at home using - create - perform - respond - connect as the vehicles
- focus on OTHER standards that we can't when we have performance pressure - create - perform (solos?) - respond - connect relevant to ensemble context
- invite Project-based or inquiry: opportunities for students to follow their own curiosity that involve - their instrument - aspects of the standards we can't usually meet - music in general
- target social emotional learning by choosing activities that ask students to reflect, connect, process
- create general music options for the time period in which ensembles can't run
- create semester elective courses to increase musicianship in new ways

Combine, share and swap ideas back and forth here.

Curriculum Considerations

- What curriculum do we currently have in place that will support student learning in the new learning context?
- What curriculum do we need to create for the new learning context?
- What curriculum do we need to set aside in this new learning context?
- What curriculum could we modify for use in the new learning context?

Resource Considerations

- Which resources do we currently have in place to support our prioritized learning goals? - For teachers - For students
- Which learning goals are we unable to meet, given the current resources we have?
- Which resources do we need to purchase?
- What is the budget for each resource?
- Which of these resources can be well used when we are in-person learning, as well?
- What is our prioritized list of resources, given - student learning goals - budget

Copyright Nyssa Brown, Music Ed Forward, 2020. May be reproduced for educational purposes ONLY through December 30, 2020. Further digital or hard reproduction allowed solely with express written consent of the presenter. info@musicedforward.com (5/16/20)