

**Best Practices**

**General Music/Applied Music/Music Technology**

Full Remote	In-School/Remote Hybrid	In-School
<ul style="list-style-type: none"> <li>● Collaboration with colleagues               <ul style="list-style-type: none"> <li>○ Team teaching</li> <li>○ Virtual common planning</li> <li>○ Sharing lessons/resources</li> <li>○ Collaborating with art &amp; PE teachers, as well as music colleagues</li> </ul> </li> <li>● Lesson formats               <ul style="list-style-type: none"> <li>● “Create,” “Perform”, “Respond,” and “Connect” standards are incorporated</li> <li>○ Pre-recorded/asynchronous</li> <li>○ Live (Zoom, Google)/synchronous</li> <li>○ Written responses for student engagement (particularly for asynchronous lessons)</li> </ul> </li> <li>● Lesson content               <ul style="list-style-type: none"> <li>○ Body percussion</li> <li>○ Found sounds</li> <li>○ Composition</li> <li>○ Student-led projects</li> <li>○ DIY instruments</li> <li>○ Movement (encouraging family involvement)</li> <li>○ Choice boards</li> <li>○ Recorder</li> <li>○ First Steps in Music</li> <li>○ Conversational Solfege</li> <li>○ Guided/active listening</li> <li>○ SEL</li> <li>○ Synchronous check-ins</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Continued collaboration with colleagues</li> <li>● Lesson formats               <ul style="list-style-type: none"> <li>○ Smaller in-person classes</li> <li>○ Some in-person time (concepts introduced), some remote (concepts reinforced)</li> <li>○ Flipped classroom</li> </ul> </li> <li>● Tech tools               <ul style="list-style-type: none"> <li>○ See tools under “Full Remote”</li> </ul> </li> <li>● Lesson content               <ul style="list-style-type: none"> <li>○ “Perform” standard at home (if not in accordance to safety guidelines); “Respond,” “Create,” “Connect” in school</li> <li>○ Project-Based Learning (in-class support, work for at home)</li> <li>○ Student-created playlists (sharing what they like and why)</li> <li>○ Affordable instrument kits for each student</li> <li>○ Recorder (Adhering to safety guidelines)</li> <li>○ Bucket drumming</li> <li>○ Body percussion</li> <li>○ Movement</li> <li>○ Singing (in school adhering to safety guidelines, and at home)</li> <li>○ Ukulele</li> <li>○ Barred instruments (school)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Continued collaboration with colleagues               <ul style="list-style-type: none"> <li>● Working together to create recordings if singing/playing does not adhere to the safety guidelines</li> </ul> </li> <li>● Lesson formats               <ul style="list-style-type: none"> <li>○ Pre-recorded singing/playing by teacher</li> <li>○ Music room vs. on a cart</li> </ul> </li> <li>● Lesson content</li> <li>● Will include “Perform” (adhering to safety guidelines); “Respond,” “Create,” and “Connect” standards.               <ul style="list-style-type: none"> <li>○ Movement (adhering to safety guidelines)</li> <li>○ Modified folk dance</li> <li>○ Guided Listening (cultural connections/responding)</li> <li>○ Speech</li> <li>○ Playing instruments (Orff/ fretted instruments can be cleaned) (Recorders adhering to safety)</li> <li>○ Singing (adhering to safety guidelines)</li> <li>○ Body percussion</li> <li>○ See content in previous categories                   <ul style="list-style-type: none"> <li>● Tech tools                       <ul style="list-style-type: none"> <li>○ See tools under “Full Remote”--utilize tools from remote teaching for</li> </ul> </li> </ul> </li> </ul> </li> </ul>

## Best Practices

<ul style="list-style-type: none"><li>○ Non-Western Music</li><li>○ Fingerplays, action songs</li><li>○ Patriotic Songs</li><li>○ Scavenger hunt<ul style="list-style-type: none"><li>● Tech tools<ul style="list-style-type: none"><li>○ Soundtrap</li><li>○ Google (Classroom, Slides, Forms, Sites, Docs, Meet)</li><li>○ SeeSaw</li><li>○ FlipGrid</li><li>○ Screencastify</li><li>○ Padlet</li><li>○ Pear Deck</li><li>○ Quaver</li><li>○ Chrome Music Lab</li><li>○ YouTube</li><li>○ MusicPlay</li><li>○ Noteflight</li><li>○ Little Kids Rock</li><li>○ Smartphone/Bluetooth Speaker</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>xylophone app (home)</li><li>○ Teach using technology programs in school, to prepare for reinforcement at home</li><li>○ Creating partners between kids in school and kids at home.</li></ul>	<p>in-school teaching</p>
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## Performing Ensembles

Full Remote	In-School/Remote Hybrid	In-School
<ul style="list-style-type: none"> <li>● Collaboration with colleagues               <ul style="list-style-type: none"> <li>○ Team teaching</li> <li>○ Virtual common planning</li> <li>○ Sharing lessons/resources</li> <li>○ Align curriculum and method books across the district</li> <li>○ Use colleagues' expertise to create demo videos/instructional aides</li> </ul> </li> <li>● Lesson format               <ul style="list-style-type: none"> <li>○ Pre-recorded/asynchronous lessons</li> <li>○ Live (Zoom, Google)/synchronous</li> <li>○ With beginners, staggered live sessions                   <ul style="list-style-type: none"> <li>■ Start with small groups, preferably like instruments.</li> </ul> </li> </ul> </li> <li>-Lesson content               <ul style="list-style-type: none"> <li>○ "Create," "Perform," "Respond" and "Connect" standards are incorporated.</li> <li>○ Rhythm studies</li> <li>○ Rotate small groupings of students (section/voicepart) in online sessions</li> <li>○ Small ensemble/Chamber repertoire</li> <li>○ Student-centered learning projects</li> <li>○ Reflective practice journals with guiding points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Continued collaboration with colleagues</li> <li>● Lesson formats               <ul style="list-style-type: none"> <li>○ Smaller in-person classes</li> <li>○ Partial in-person time (concepts introduced), partial remote (concepts reinforced, recordings made at home)</li> <li>○ Flipped classroom</li> <li>○ Beginners in-person, continuing students online. Focus on beginners for in-person instruction at the elementary level.</li> <li>○ If possible, group in-person classes by instrument/voicepart</li> </ul> </li> <li>● Lesson content               <ul style="list-style-type: none"> <li>○ "Perform" standard at home; "Respond," "Create," "Connect" in school</li> <li>○ Small ensemble repertoire</li> <li>○ Solo/etude recordings</li> <li>○ Practice/create videos at home, critique in school</li> <li>○ Project-Based Learning (in-class support, work for at home)</li> <li>○ Create practice tracks/teaching supportive technology skills in class</li> <li>○ Divide into small sectionals</li> <li>○ Utilize larger rooms if available to safely space students</li> <li>○ Teach using technology programs in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Continued collaboration with colleagues</li> <li>● Working together to create recordings if performing does not adhere to the safety guidelines.</li> <li>● Lesson formats               <ul style="list-style-type: none"> <li>○ Pre-recorded part singing/playing by teacher</li> <li>○ Dedicated rehearsal space.</li> <li>○ Smaller in-person classes.</li> </ul> </li> <li>● Lesson content               <ul style="list-style-type: none"> <li>○ Focus on diction/articulation, rhythm, technical skills</li> <li>○ Rehearsing adhering to safety guidelines</li> <li>○ Score study</li> <li>○ Playing</li> <li>○ Perform adhering to safety guidelines.</li> <li>○ See content in previous categories</li> </ul> </li> <li>● Tech tools               <ul style="list-style-type: none"> <li>○ See tools under "Full Remote"--utilize tools from remote teaching for in-school teaching</li> <li>○ Smartphone/bluetooth speaker</li> </ul> </li> </ul>

## Best Practices

<ul style="list-style-type: none"><li>○ Choice boards</li><li>○ Student-led solos/etudes</li><li>○ Conversational Solfege</li><li>○ Improvisation</li><li>○ Bach Chorales</li><li>○ Guided/active listening</li><li>○ SEL/check-ins</li><li>○ Synchronous check-ins</li><li>○ World Music/Diversity in Music Literature</li><li>○ Private Instruction</li></ul> <ul style="list-style-type: none"><li>● Tech tools<ul style="list-style-type: none"><li>○ Google (Classroom, Slides, Forms, Sites, Docs, Meet, Voice)</li><li>○ Canvas Recorder</li><li>○ Soundtrap</li><li>○ FlipGrid</li><li>○ Free web-based apps</li><li>○ Music First</li><li>○ Sight Reading Factory</li><li>○ BandLab</li><li>○ Seesaw</li><li>○ Screencastify</li><li>○ SmartMusic</li><li>○ Musescape</li><li>○ Virtual Classrooms</li><li>○ YouTube</li><li>○ Acapella/PicPlayPost</li><li>○ Noteflight</li><li>○ EdPuzzle</li><li>○ Music Scanner app</li></ul></li></ul>	<ul style="list-style-type: none"><li>○ school, to prepare for reinforcement at home</li><li>○ Create opportunities for collaboration between students in school and at home.</li></ul> <ul style="list-style-type: none"><li>● Tech tools<ul style="list-style-type: none"><li>○ See tools under “Full Remote”</li></ul></li></ul>	
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## ***Best Practices***

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### **Additional Website Resources:**

[High School Choir Online Learning Options: Growing as Musicians](#)

[Voice Techniques: Anatomy of Breathing | Singing | Vocals | Voice | Berklee Online](#)

[Flat: Online collaborative music notation software](#)

[THE SHOW MUST GO ONLINE - A Virtual Children's Musical](#)

[Leader of The Band](#)

[Scott Lang Leadership](#)

[Jamulus Software](#)

[JamKazam](#)

[Soundtrap](#)

[How to Create a Bitmoji Virtual Classroom Using Google Slides](#)

[Reimagining Our Education: Ensure Equitable Access to Music and Arts Education For All](#)

[Arts Education Social & Emotional Learning Framework](#)

## ***Best Practices***

### **Lesson ideas:**

- “Piece of the day” - new pieces every day rotate between different vocal/instrumental groupings. Integrate multicultural repertoire and music by different composers. Include discussion boards
- Lyric diction/articulation objectives, vocal technique/tone production objectives, music literacy objectives, sight reading rhythm or melody, differentiated by student level ensembles & send weekly.
- If creating a virtual ensemble, use professionals (if possible) to do first layer of audio before sending it out to ease students’ abilities to participate
- Using apps such as FlipGrid - Give students measures to prepare, students sing or use support holding them accountable for learning music.
- Interview parents to find out about their musical interests
- Keep a practice diary for a week
- A structured and predictable schedule for assignments
- Creating new warm-ups. Record a model new warm-up, inform students of goals of warm-up, and students can take a voice memo and submit for feedback.
- Design their own concert program using music distribution sites.
- Improvisation chains - they get 15 seconds with a partner in FlipGrid or similar platform.
- Incorporate elements of circle singing/playing, one person creates a pattern, and students add on one by one
- “You’re the teacher” lesson: play recordings teachers created for different scenarios, students watch videos and critique focusing on presentation, technique, etc.
- Loop projects using Soundtrap or similar platform
- Prepare a 40’s or 50’s playlist for local older folks with dementia
- Learn a particular song with piano, guitar, or ukulele accompaniment
- Do an oral history project with a parent or grandparent about music they love
- Work on a specific vocal technique such as head voice, chest voice, mixed voice, overtone singing, yodeling
- If we are without audiences, performances could be video recorded, perhaps broadcast on local access
- Record assigned measures of solo and ensemble music and submit for feedback. Talk about the opportunities and challenges with live music vs. studio performances. Introduce and integrate music editing tech tools to fix problems within small excerpts
- Guest speakers every two weeks to talk to all of our band and choir kids to keep kids engaged
- Work with colleagues who use the same method books to record “the 30 songs that kids really need to know how to do!” This will give students who need asynchronous lessons the opportunity to still access the curriculum and provide instructional supports

## ***Best Practices***

- Allow alternate assignments on secondary instruments (ukulele, piano, guitar, etc) to keep students engaged with music making
- Hold “Front Porch Concerts” and “Virtual Cabarets” to keep students active in performing
- Using notation software, like Noteflight, to work on compositions and reinforce notation and theory
- Set up small zoom group lessons with the same instruments. You can model, then the kids can practice while muted and take turns playing the exercise.
- Maintain contact with and support from private lesson teachers
- FlipGrid - Using it as a recruitment tool for next year. Students record videos of themselves playing and talking about their instrument to the elementary school students to help with the recruitment process.
- SEL- What do you enjoy about music? What did you learn in class that has nothing to do with music?
- Create a virtual classroom in google slides for younger students
- Encouraging students to participate in Leadership University
- Project Based Learning
  - Duet Groups - using books or apps so students have access:
  - 3 week progress
  - Record themselves
  - Send to partner and show screen on person and record over it making the duet