



TO PROVIDE A FRAMEWORK OF THINKING THAT HELPS YOU TO BUILD AN INSTRUCTIONAL FRAMEWORK FOR YOUR STUDENTS, SCHOOL, AND SITUATION.

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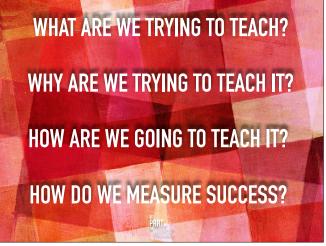




# NO REQUIRED LITERATURE NO JUDGES

NO RANKINGS/RATINGS

NO PUBLIC PERFORMANCE/CONCERT



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#### COMMUNICATE/CONNECT REGULARLY

You have been, and always will be, the face of the school/ district. Fear is more important than knowledge. Communicate as regularly as possible and share what you can to lower the level of fear.

Enlist your leaders to share information.

Have them communicate with their peers regularly, on multiple channels, while you communicate with parents on more official channels.

Host an online weekly meeting for leaders and perhaps band members. Use this to dispel fears and disseminate information.

Assure them in dealing with near term fears (concerts/trips/ graduations/auditions) as well as long-term plans (camps/ next year/marching band) that you are working to resolve all issues as best as you can.

Be mindful of economic fears and costs for the near term future.



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#### WHEN MAKING ASSIGNMENTS

Recognize most parents have no experience (and even less interest) in enforcing music instruction at home.

Consider using "help at home" assignments as a part of music class.

Structure lessons so they are clear, concise, and solve problems and not create them.

Build on prior learning or literature.

 $\begin{tabular}{ll} Hold \it Zoom \it meetings or class get togethers for help or \\ \it questions. \end{tabular}$ 

Remember, the assignment you send represents you and your priorities. If you focus on things that benefit you, it says you are only concerned about you. If you focus on things that benefit them, it shows you are concerned about them.

### ACKNOWLEDGE THEIR PAIN AND PROVIDE A PLAN

They have lost:

Graduation

Baccalaureate

Concerts

Trips

Prom/MORP

Senior Awards

Final concert

Sports All-State

State Contest

Leadership Auditions

Summer camps

Memories they have been savoring for 18 years





# THE STUDENTS JOINED YOUR GROUP TO PLAY AND THAT CAN'T BE EASILY REPLICATED

Acknowledge the loss and recognize that this is both temporary and not meant to replace what is now missing.

Be creative in your lesson designs.

Consider the learner when building the lesson.

Consider all genres and styles of music (and learning) when designing your lessons.

Be willing to improv in the moment.

Allow for those who can demonstrate and those who can merely participate.

Don't forget to compile all the things you have already done (prior learning).

Use this as an opportunity for program building and bonding.



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#### POSSIBLE ASSIGNMENTS

Have students critique an online performance.

Have students program a concert (rock/jazz/pop/country).

Have students write to their favorite artist.

Watch/review a concert on Youtube.

Play or sing an excerpt of something.

Share song lyrics and explain how they make you feel.

Submit and explain your COVID-19 theme song.

Have students share with others their favorite classical composition and why.

Assign a musical autobiographical book or article to read.

Ask them to film a concert in their front yard.

# **MORE EXAMPLES**

Create a YouTube channel & offer a practice tip of the day.

Have students post practice sessions on a social media channel.

Create an online musical scavenger hunt. Have them participate in a music leadership course.

Send them a musical word search, puzzle, or game.

Send them sample menu items with musical pairings.

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Send music-based "Would You Rather" questions.

Send them a musical riddle/theory problem each day.

Send music listening guides and music.

Host an online gathering/jam session/fun room.

Ask them to research music born out of tragedy (opera).





#### **CONSIDER HEALTH & SAFETY**

Upon the students return, how will you deal with the following:

Instrument sanitizing

Chair/stand sanitizing

Ongoing maintenance issues

Instrument/stand/chair sharing (percussion)

Facilities cleanliness

Uniforms

Ensemble set up Pep-assemblies/sectionals

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Class sizes adjustments

Rehearsal/sectional configuration

We are not suggesting whole sale changes, but we are suggesting that you have a well thought out plan in place.





## **CHECKING OUT AND IN**

How will you deal with the following issues:

Instruments/equipment/music/uniforms that are outstanding and need to be returned.

Instruments that need to go out for next year.

Monies owed/due.

Purchase orders/bookwork for next year.

Leadership selection and training.

Instruments needing maintenance and cleaning.

Uniform cleaning.

Summer rehearsal schedule.

Hiring of new staff/personnel/drill design/numbers.

Planning for lost instructional time.

Connecting with incoming 8th graders.

# **RECRUITMENT & RETENTION**

Reach out to every single incoming student and assure them that everything is proceeding as normal.

Ask them to refer another student who might not be registered for your class.

Use your current student leaders to continue to connect and communicate. Ask them to share their excitement about next year.

Double check that every single current student is reregistered for class next year.

Now is a great time to start instrument changes and get color guard recruitment started.

Continue to post on social media all of the great things you are working on.

Assure students who have financial concerns that you will work with them to ensure their participation.



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#### PLANNING FOR FUTURE/CAMP

What are the budget implications for next year (instruments/equipment/repair)?

Do fees or activities need to be revisited based on economic conditions?

Are there travel implications (short trip and long trip)?

Does literature/drill need to be revisited based on lost instructional time?

Do you need to do an instructional unit on hygiene and instrument care?

Do you need to revisit set up in class/rehearsal/camp?

Do you have any shared classroom equipment (percussion) and how do you address that?

Does this change any leadership positions or job opportunities?

Do the boosters need to revisit their budget based on current economic conditions?





#### BE A PART OF THE SOLUTION

Do not present any problem to them without a solution.

Ask all parents to communicate any questions or concerns they might have with you prior to calling anyone at the school or district office.

Ask them specifically if they have any questions, concerns, or issues with the music department related to the Coronavirus.

Offer to help plan a "Welcome Back" assembly for when the students return.

Do a virtual pep-band and send it to your site and district admin teams.

Offer to be on grounds or premises when needed for whatever tasks need to be accomplished.

Tell them they are doing a good job!



#### CHANGE YOUR FRAME OF MIND

They don't care about a cancelled concerts or events. They care about cancelled memories for their children.

Communicate in terms of your concern for them and their families, not for your program.

Provide them with short, easy, and FUN activities to do with their child. They are frustrated, homebound, and frantic. Word searches, riddles, puzzles, and short reading/coloring activities are perfect.

Provide activities for the uber motivated (who will practice) and those who would prefer to couch surf and binge on their iPad.

Let them know that these are uncertain times economically and you will not exclude any child based on their socio-economic status.

Be empathetic and remind them that you miss their students as well.

But more than anything...





#### MOST IMPORTANT MESSAGE

Remind them that in history's most difficult times, music has emerged as the voice of reason and calm. Your classroom is more than a building and you are more than a teacher. We are all part of a community. One filled with kids, parents, and teachers who give love and acceptance unconditionally. Who celebrate, struggle, and grieve together.

And that whether parents realized it or not, when they signed their child up for music in elementary school, they joined a community of people who care for their child and will work together to do what is in their best interest.



