

**PMEA Future Planning Committee
Survey Focus Group Summaries May 2020**

- 1. If your ensemble(s) and or music classes are unable to gather or rehearse in a traditional manner due to social distancing, schedule modifications, etc, what are your ideas on how you can adapt your curriculum, scaffolding, or sequence of instruction that will best engage your students in meaningful music experiences until the time comes that we would return to a more “normal” schedule?**
- ◆ Modify Delivery/Mode of Instruction (Change the HOW, not the WHAT)
 - Create Chamber Ensembles out of the larger group for social distancing
 - trios/quartets/quintets
 - Have a different concert for every ensemble (less crowding on the stage, and in the audience)
 - Rehearse in the auditorium audience area to allow large spaces between students
 - Have large spacings on the field during marching band and in the stands if we still will be attending football games
 - Use rotating flexible group in the band room to maintain space between players, while the rest of the group would be kept under supervision spread out in a larger holding room such as the cafeteria or auditorium
 - Split ensemble into two sections -woodwinds and brass/percussion (less students in a room) or for orchestra (sectionals with strings on one day and winds/percussion on another)
 - Use "flipped classroom" material in class where students view pre-recorded lessons on their own and then create a self-designed activity with their instrument
 - Students could rotate through "stations" or a weekly checklist
 - Less singing, more humming for instrumental ensembles
 - ◆ Do all playing of instruments at home and learn aspects of creating and responding at school (focus on National Standards)
 - Composition, music tech, listening, analysis, conducting, vocab, rhythm,
 - Instrumental technique (bowing, embouchure, hand position, etc.)
 - ◆ Instructional Strategies & Ideas (Non-Performance)
 - Writing prompts, creating memes, plan a concert, write a parody, creating playlists, interviews
 - Discussion boards about our music or topics that relate to the course
 - Listening assignments with follow-up questions and discussion
 - Have students offer reflections of their work/performance
 - Students can create/compose rehearsal tracks or accompaniment
 - Help students to learn to use critical analysis to critique performances
 - Host guest artists
 - Focus on reading notation for elementary students
 - ◆ Give students more choice in projects – music history of various genres/composers, music technology, additional music theory, musical theater, etc.
 - ◆ Online tools
 - PracticeFirst, SmartMusic, SoundTrap, MusicFirst, Flipgrid, Sight-Reading Factory, MusicTheory.net, SeeSaw, Screen Rec app, Chrome Music Lab, Beep Box, Chip Tunes, Incredibox, Adobe Spark for making collages and videos, Music Escape Room, NPR How to Create a Pod Cast, NPT Tiny Desk Concert, Padlet, online pitch pipe, Facebook Live, etc.
 - ◆ Fun online ideas to engage students and provide community and connection
 - Host an open-mic night, trivia nights, virtual scavenger hunts, etc.
 - ◆ Incorporate home-recorded material into music tech projects in school
 - ◆ Create completely new courses for music classes instead of traditional ensembles

- ◆ Offer instructional videos for students to view at home – “how to” or “do what I do” with follow up questions that are submitted for assessment
- ◆ Provide live instruction (synchronous) for lessons or sectionals online
 - Focus on fundamentals and technique
- ◆ Work with other colleagues in the area to provide instrument studios for online sectionals and masterclasses
- ◆ Teach students how to use the various platforms (Zoom, Google, Canvas, etc.) and techniques for optimizing recording quality (mic/phone distance, quality apps, etc.)
- ◆ Have everyone play percussion for a semester or do a rhythmic bucket drumming ensemble focus for MP1, expand out to more percussion for MP2, then hopefully go back to instruments in the spring
- ◆ Create opportunities for students to record performances for others – Songs4Seniors (Senior Citizens), First Responders, Nurses, etc.
- ◆ Bussing considerations for marching band – more spacing = more busses or no travel

2. What additional or new resources and/or materials would better enable you to deliver your instruction?

- ◆ Tutorials on how to use technology platforms in both the virtual and physical classroom
- ◆ Hands-on, step by step webinars for technology use for teachers and students
- ◆ Resource compilation that can be used in coordination with Google Classroom and other classroom management technology
- ◆ Compile safe and reliable video resources, technology resources: composition, notation, etc
- ◆ Creation of generic ready-made teacher lesson plans
- ◆ Resources on engaging students in this new reality
- ◆ Contact resource of people who have expertise in technology, remote learning, etc...
- ◆ Engage PCMEA and Retired members to help create resources that are safe, tested, reliable

3. What are your ideas for recruitment and retention strategies for next year given our current situation?

- ◆ Make more resources available in technique/skill videos and advocacy videos
- ◆ Intentional SEL strategies – use of videos, zoom classes, connecting experiences with students and potential students
- ◆ Create welcoming videos from staff, current students in the music program
- ◆ Create demonstration videos
- ◆ Share virtual ensembles that have been created. Perhaps PMEA can sponsor state-wide virtual ensemble project
- ◆ Use videos or series of videos created from professional musicians
- ◆ Communication to parents, new students, parent or community music booster group
- ◆ Redesign or refocus groupings of students to accommodate learning in a remote or hybrid setting
- ◆ Work with your music vendor in designing digital strategies for recruitment

4. What challenges do you anticipate your students and their families will face in a remote learning environment?

- ◆ In this new social-distancing environment, lack of motivation, isolation, lack of access to technology, instruments, equipment
- ◆ Instrument maintenance, repair, tuning, etc..
- ◆ Economic strains, equity issues, loss of sense of community
- ◆ Parental/Guardian support
- ◆ Communication with students, parents/guardians, colleagues, etc..
- ◆ Lack of structure and schedule for students