

Classroom Music Focus Group Meeting - 6/17/2020

Attendees: Danielle Cullen, George Weaver, Teri Myers, Eileen Keller, Missy Adam, Lori Stephens, Scott Cullen (moderator)

Challenges

- Consistent practice, repetition, and modeling were missing
- Lack of positive peer modeling and interaction
- No immediate feedback
- Lack of interaction
- Low participation or lack of knowledge of participation
- Accessibility to instruction
- Drastic decrease of instruction time
- Workload planning (How much is enough? How much is too much?)
- Confusion with technology and LMS platforms
- Thrown in to using remote technologies without preparation
- Increased amount of lesson planning
- How do you meet the requirements of your curriculum or do you have to modify?

Successes

- One place for assignments to help manage workload across classes
- Screen recordings (such as Screencastify) were helpful and fostered positive connections
- Some schools have managers that oversee student workloads
- Enjoyable lessons for students and their families
- Deeper and meaningful connections with students and families that may not have happened in a traditional setting.
- Discovering that some students really succeed in a virtual setting
- Facebook classes

Concerns for Next School Year

- SEL should be incorporated into our planning
- Classroom management
- Student accountability
- Does music have equal footing as math, science, English, and social studies
- Certain activities should not happen (such as recorders, circle games, etc.)
- Still need to address executive function (sharing, taking turns, flexibility, etc.)
- Being assigned to support roles and not teaching music
- Focus on what we CAN do right now not on what we might have to do

Advocacy, Administrative Conversations, and Insights

- Encourage administration to consider music classes in student workload management
- Music classes that are curricular should be graded, not optional
- Unified approach with teachers of other disciplines
- Take suggestions from organizations into any conversations with administration
- Constantly remind people that music is essential

Resources and Desired Supports from PMEA and PDE

- Lesson plans and templates that include SEL, timelines
- What classrooms should physically look like
- Recording of rehearsals

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- Classroom music Guidelines or assessments and outcomes categorized by in person, blended, online learning environments
- Checklist assessments and rubric assessments for those in remote learning situations
- Best Practices
- Coalition building
- “How to Approach your Administration” guidelines
- Shared resources
- Templates for lessons, projects, curricular goals (SAS Portal can be helpful for this endeavor)

What is Music’s Role in a Non-Traditional Setting?

- Music encourages citizenship and compassion
- Essential because music is expressive and human beings are expressive
- Music fosters connectivity and conversation
- A deliberate objective should be to focus on those skills that are not necessarily musical but are naturally taught within a music setting (citizenship, compassion, SEL, connectivity, conversation)
- People may be apart, but they can still sing “together”
- Remind people that have achieved highly in music WHY they have achieved highly
- Encourage life-long music making
- Enfranchisement
- Deliberate about the diversity of our repertoire