Choir Focus group
Attending: Bruce Yates, Acey Gongaware, Sara Gilbert, Brett Keith, Mat Levine, Kris Tranter, Eileen Keller, Phil Stattel, Tina Bennett, Molly McAninch

Over View- the main focus is to keep the music going in the classrooms and beyond for our students no matter which type of learning, in school, Hybrid, or completely on line. Physical distancing will be necessary.

Advocate- we must keep our administration thinking about the fact that our class sizes are larger.
- Auditorium becomes a classroom, thus the room becomes off limits to others. Such as assemblies and outside presentations.
- Music classrooms may need to be re-imagined
- Unused classroom may be needed to separate large ensembles.
- Schedule changes to take a single course and break it into small mini course settings over different class periods
- Funding may be needed for additional music, folders, cleaning supplies. Every must have their own folder. No Sharing
  Could students and parents help with this cost if necessary?
  - Make use of hallways and open areas where available.
  - Use out door areas is weather permits.
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Re-Imagine your approach.

- Embrace the Challenge
- Quality and innovation over quantity.
- Push Content Virtually, remediate personally
- Small group ensembles-create group leaders right away (maybe for a few weeks or per 9 weeks and then have the option for a new groupings and new leaders. Build small "family " groups that help with fundaments for the greater whole.
- On line learning verses in class teaching. Having a summer assignment already posted with audio files so if students are together, they already know their music.
- Use on line tools to enhance your in class approach.
- Involve where ever possible the use of College students to assist with small groups
- Create a small ensembles concert
- Video your large group finale and to share
- Create YouTube channels/Facebook pages
- Do Audio files only. No need for a virtual video choir
- Mindful music moments. Assign a small audio, have students take their device and go outside and record /write their response to it.

- Hire someone to do the editing of the virtual choir together if you can.
- Rehearse standing – (if on stage use band risers so director can see all students.
- Create new awards and recognition for students who excel on line.

Performance opportunities:

- Have students record themselves singing Happy Birthday. Establish a relationship with a local nursing Homes/child care. Facility   Get their Birthday calendars. Assign a student or students a person to sing to and send a birthday wish. This is a performance opportunity for the students and outreach for the community.

- Use Sock puppets that students create (for students who are uncomfortable being on camera) for a video, instead of them having to sing in front of a camera.

- Be the "Masked singer" have them decorate their masks make a video to share

- Use garage Band to create the ensemble sound. Forget the video.

- Have students record or compose an original very short 30-45 second work. Share in a small group, and then add to it, creating an original cooperative piece. Once completed share with classmates.

- Post virtual performances on private Facebook pages or YouTube channels.

- Talent shows vs. large ensemble concerts-

- Small ensemble concerts

- Mini performances for smaller audiences vs. all choirs on the same night. Shorter, with less audience and less students,

Technology and ideas:
- Google classroom
- Google meets
- Google Drive/Logic
- YouTube
- Flip Grid/flip grid assessments

- Screen Citify
- Solfege.io
- Zoom
- Adobe Spark
- Garage Band
- Canvas
- Sight-reading factory
- Any Virtual choir app.
- Flash drives with converted files for students who do not have Internet access.

Challenges:

- Spit (aerosol) flies- how do we keep the students from transferring particulates.

    o Rumor has it there may be a vocal "Mask" in the works

- Space to keep distance while singing – We need a large open area
- Access to technology and the ability to manipulate it.
- If districts divide students into groupings, what will our ensembles look like?
    o Will we have 13 sopranos, and 4 tenors?
- Lag time in on-line lessons and group singing.
- Audio tracks need at least one voice for diction and breathing unification
- Administrative support. Some may be worried about the core classes, and be less willing to help with our unique situations.
- Scheduling issues.
- Music/folders –money to purchase more music
- Copy write issues if we go to on line learning/PDF files
- Giving students some sense of normalcy