

Creating Classroom Community in September

1. How do we foster community in September using a hybrid model?

In Person:

- JW: Tried and true 'ice breaker' games while minding social distance
- ML: Informal field day for choir members? [Outdoors with lots of social distancing, etc.]
 - Drive-in Theater for Virtual Concert (Stolen from Ridgefield HS, Tom Voorhis)
- KJ: Battle of the Sections- (Virtual/ In Person). Creating tasks/games for each section to earn points toward their section- On-Going

Remotely:

- ML: [Zoom Games](#), Movie watching, Online Scavenger hunt
 - Some Great games to play over zoom:
 - Just Dance
 - Whisper Challenge
 - [Video for Games](#) (Thanks KK!)
 - Charades
 - Online Zoom Watch Parties for virtual concert, etc.
 - [More icebreakers:](#)
- JW: Possible to do a virtual 'affirmation box?'
- DM: Movie nights, student choice karaoke. Be a place they can discuss life at home.
 - [Getting to know you Kahoot trivia. Anne Matlack has a google form survey.](#)
- MJG: Utilizing FlipGrid for educational and 'ice breaker' activities.
- JW: Drive-in sings (Somerset Hills Harmony?)
- KJ: "Share Time" every Wednesday before diving into the work?
- JW: Find a way to meaningfully connect students in smaller groups.
- AS: Small group meetings, ex: 9th grade "buddies" pair with older students in program
- JW: Find a way to involve the parents on occasion to extend community
- BVL: Be consistent in meaningful interactions... regardless how small.
- LV: Kahoot Games
- LG: Choir Songs Bracket (a la March Madness!) following themes - bracket designed for solo repertoire selections; bracket for choral repertoire selection; bracket for duets or trios; bracket following social justice themes/roots of African American Repertoire; multicultural bracket, etc.

2. How can we transform our remote classroom space into an oasis?

- JW: Be sensitive about workload.
- BVL: Create meaningful shared experiences (listening, singing)
- JW: View this challenge as an opportunity to create new art using new mediums. Involve students in this process. Create something they can share.
- PD: If we plan on doing choral repertoire, now more than ever - picking the repertoire is so important; there are songs that students hook onto; in person it's not as difficult. Pick things that are accessible and enjoyable over including every single thing in Music History - modify your approach to choosing a program.

- KJ: Community building creates a safe space over time. Maybe during (virtual) create smaller breakout sessions to be able to check in with where everyone is mentally. Because if they are not with us mentally, they won't be fully invested in the process of music making.
- DM: Choir Memes as attendance → incentive to come to class. Change things around, get them to want to come!
- MJG: Keep it fresh but keep it musical (Choice Board, Dance/exercise, "piano tag" game)
- AS: Divide between students who are comfortable singing at home vs. students who aren't. Choose what you feel comfortable with -- still getting your work done. (Choose your own adventure) potentially to start off in september - here's the landscape; here's a survey. Learn about student preference in a genuine way rather than assuming laziness/etc. Understanding the student. Choice Board - where they are comfortable in their abilities. (Recording a Virtual Choir thing is not that easy all of the time! Vs. giving them an automatic zero, etc.)
- KJ: Virtual Choice Board: <https://www.youtube.com/watch?v=L-JwW1hKuAY>
- JW: Share student performances on google classroom (a la LG)

3. How can we increase parent involvement (buy-in) during hybrid/remote learning?

- JL: Have each student teach someone at home (parent, sibling, family member, neighbor socially distant) a scale on solfege using hand signs. Some needed to use pets or stuffed animals if they couldn't convince family members, but as long as they "taught" the skills, full credit!
 - Virtual Awards Banquet (100 people!) - flows better than you would think; People were familiar; parents had help of kids. Breakout rooms are wonderful; parents sign up to volunteer according to taste, theme, role, etc.
 - Parent Meet & Greet on Zoom
- DM: Interview a parent, grandparent, etc. Did you do music as a kid, favorite artists? Getting them to engage in music in their life - engaged their parents. Record a video with their parent/relative.
- ML: Featuring exemplary projects (with student permission) via a newsletter
 - Make a cover of a song with someone that are you are quarantined with
- JW: Invite parents to submit a recording of a piece. Bridgewater-Raritan did a virtual performance of a piece we sing at the end of our district-wide concert. Parents and alumni were invited to submit.
- MZ: Opening video greeting of "Meet the Teacher"; monthly or bi-weekly updates about classroom happenings.
- KJ: Flipgrid - involve parents
- MG: Create a tik-tok style video, lip sync with a family member!

4. How do we create meaningful in-person instruction in a hybrid model?

For Performing Musicians:

- AG: Lots of unison music; no buzzing lips; let's just sing some stuff. Doesn't have to be choral music. Why not do things that we wouldn't normally do in the classroom?
- AS: Flipped classroom - less rehearsing in person, more at home, getting into this pattern
- MJG: Hybrid Vocal (Solo/Duet/Small Group) Workshop/Full ensemble (weather permitting, for my location at least)- Mix in Theory/Keyboard time also depending on available space.
- KJ- Redirecting a portion of our class into doing a vocal workshop. This can help create a Virtual Cabaret Night/ Talent Show. Work on the solo voice.
- RT:Vocal/Choral Workshop (not necessarily with the virtual choir pieces). Let the students pick a genre/song for solo's; give them the option - work on musicality, confidence

- PD: Student Showcase live! Google Meets; a few hosts of the event - pin the person who is singing. Did a dress rehearsal; holding area. Willing to assist with technology. Singing LIVE is so important! Give the kids goals - one per Marking period. For drama - kids do a scene together. End of the year - did an awards-style show, raised money for food pantry to send in shout-outs. A great way to build community.
 - Bandwidth concerns
 - Students would play instrumental track on speakers in their house
 - Advantage over pre-recorded
 - If someone had issues - you would have a pre-recorded video
 - Check on your photo release permissions, etc.
- DM:
 - Justice Choir Songbook
 - score analysis (screencastify)
 - Model Practice sessions
 - Vocal anatomy
 - Overtone series/acoustics
 - Styles and genres of music
 - Cross-curricular engagement
 - Poetic analysis
 - Science of sound
 - History/social studies of the piece or composer
 - Individual Goals
 - Sight Reading (SR Factory etc.)
 - Vocal Technique
 - Conducting
 - Music-making projects
 - Composition/arranging
 - Music business/careers
 - Programming project
 - Students create driving questions
- JL - Conducting lessons

For Non-Performing Musicians (only signed up to fulfill graduation requirement)

- JW: [Doreen Fryling Choose Your Own Adventure](#); Songexploder, Tiny Desk Concert; make a playlist around a particular theme, etc.
- MJG- (M.S. answer)- Combine lessons taught in-person with MusicFirst/Musictheory.net/choice board
- KJ: Have these students teach a portion of a theory lesson; have students **create a podcast** of reviewing music they like and that you assign (Good for building community); Music creation (composition via Flat, NoteFlight or SoundTrap or ChromeMusicLab)
- ML: Echoing what John Said - make a playlist for your "rainy day"; make a playlist for the movie biography of your life! Compare & contrast an original song with a cover of it (perhaps different style). Kids have their own musical worlds & tastes (almost all kids listen to music outside of school) - try to bring their own tastes and experiences into the classroom.
- LV: for special Ed I sent home cups, sticks, water bottles with beans and flashlights. The cups you can use to do dances like the Ally cat etc..the sticks can be used with the cups like mini bucket drumming and the little flashlights looked awesome with everyone conducting music in their zoom window

5. Concert Considerations:

- JW: Producing something students can share
- JW: if somehow a live concert is permitted,
 - do in combination with colleagues that teach other disciplines
 - Live stream small groups
- AS: Ordered music - going to take it day by day. Rehearsing a bit here and there. Let the students choose. If we CAN have a concert - easy virtual choir. Spring - we have music we've already touched upon. Then we can have a concert! Left a lot of variables.
- MJG- Going day by day--easy choir music (19 students: 12 are brand new this year)- Learning unison/two part majority if we can do a concert. Workshop recital possibility.
- LG: 4 year students - what were your absolute favorite pieces you've performed in the past - it wouldn't be so difficult to teach. Lots of solo repertoire, duets, trios for new music. New music during pandemic = didn't work well, overwhelming for students.
- KJ: I think this could be a great year to focus on the music making rather than the product. If they like a song, perform it half done. Add pop solos or duets, virtual (live streamed or pre-recorded)
- RT - Virtual or Live streamed Showcase/Concert on Facbook Premier & Youtube Premier
- ML - Virtual Concert Watch Parties over Zoom!

6. Useful Resources:

<https://musiclab.chromeexperiments.com/>
<http://www.nyphilkids.org/games/main.phtml>
<https://www.soundtrap.com>
<https://www.incredibox.com/demo/>
<http://pbskids.org/games/music/>
<http://artsedge.kennedy-center.org/interactives/steprightup/whackanote/>
http://www.drumbot.com/projects/pattern_sequencer/
<https://www.reddit.com/r/MusicEducatorinCV19>

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Future Topics:

Special Education in the Music Classroom - ideas

Demonstrations for start of school year - icebreakers

More than just Click Tracks - how to run rehearsals over Zoom