



Ideas, resources and information gathered Spring 2020
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Implementing distance learning—the growing list of “lessons learned”

- Teach with empathy and compassion. School can be a low priority right now given everything else that is happening in students’ lives.
- Focus on maintaining the relationships you’ve already developed with your students.
 - Make short videos of yourself explaining an assignment or touring your temporary work space.
 - Email individual messages.
 - For a student who hasn’t responded to email, mail a brief note and include a stamped envelope so he or she can respond.
 - Set up “office hours” so students can communicate via email or a special phone number.
 - What fun activity could you all take part in? Wild socks day?
 - Is there a way that you can facilitate students communicating with other students in the class?
- Recognize teaching and learning needs to look different.
 - Start small and take baby steps down this new path.
 - Slow down, do less, and expect everything to take a little longer than you planned.
 - Expect this to be [mostly] asynchronous learning—let students set their own pace.
 - Plan work that is a little easier than if you were together at school with face-to-face instruction.
 - Focus on enrichment experiences rather than new learning, both for equity and engagement. This is not busy work.
 - Rather than perform, have students work in processes that are often underrepresented—Create, Respond, and Connect.
 - Consider focusing on one process—one strand of the music standards—per week.
- Continue with practices your students expect.
 - Use “I can...” statements so students understand what they will know or be able to do by the end of the assignment.
 - Bring in an element of fun or something out of the ordinary:)
 - Give students choice whenever possible.
 - Provide specific, descriptive feedback on assignments they complete.
- Should we use technology or not?
 - Students [and teachers] are more successful if they have used the technology before combining it with distance learning.
 - Provide hard copy options for students without reliable internet access (or for families where multiple siblings must share one device).
 - How long can students be expected to sit in front of their screen each day?
 - Invest in a comfortable set of headphones.
- As hard as you are working, recognize everything will not be perfect...







Thinking ahead to next fall? Conversations from virtual Music Roundtables







- We all miss making music together—students and teachers!
 - How do we make sure we haven't lost the joy of music making together?
- What will social distancing look like in our classrooms?
 - How will this impact the large ensemble? Chamber ensembles?
 - How will this impact working in small groups?
- How will students (and you) clean the instruments and other resources in the music rooms? See <https://www.nfhs.org/articles/covid-19-instrument-cleaning-guidelines/>
- Relationships are at the heart of what we do!
 - Make time to re-establish face-to-face relationships both student-student and student-teacher.
 - Get to know families new to your program. The more we know, the better we are able to support student learning.
- Where will we pick up in the curriculum?
 - This will not be the same place as we've started in most years...
- What technology could we teach right away so students are fluent in case we find ourselves distance learning again?
- How can you build student choice into the work?
 - Could you create a choice board giving students various ways to show their understanding of a concept?
 - Could students select music to share with you and/or others?
 - Could students help determine how their work is assessed?
 - Could students choose something music-related that they want to learn about and share it with others when school resumes?
 - Keep in mind that voting on a song/piece for the concert is not "student choice," that's "majority rules."
- What could performances look like?
 - Has the novelty of a "Virtual Choir" (or Band or Orchestra) run its course? As a profession, how do we feel about these long-term?
- Give students experience creating, responding, and connecting before we find ourselves distance learning again.
 - Depending on availability of technology, experiences in the Respond and Connect areas have been among the most successful and insightful in Spring 2020.
 - Make distance learning about enrichment experiences or experiences that deepen learning and make "real life" applications.








Glossary of ready-to-use activities for distance learning posted at <http://perpich.mn.gov/professional-development/state-arts-education-specialists/>




Resources named in bold (right column) identify a page that can be distributed to students

Grade	Strand*	"I can..."	Resource
K-5	Perform	I can sing a song I know in many different ways.	A Song A Day! This can be a fun, family activity completed over several days.
K-5	Foundations		Music Class Charades This can be a fun activity for siblings.
K-2	Create	I can add sounds to help tell a story.	Story Time-Elementary Part 1 Add found sounds to a reading of <i>Chicka Chicka Boom Boom</i> .
		I can make up a melody to help tell a story.	Make up a melody for <i>Pete the Cat</i> to sing when his shoes change color. http://www.petethecatbooks.com/songs/ Bonus! Read along with a jazzy song.
K-2	Perform	I can sing a melody to help tell a story.	Story Time-Elementary Part 2 Use a S-M pattern to sing parts of <i>Brown Bear, Brown Bear</i> .
	Foundations	I can add sounds to help tell a story.	Make a simple instrument that can play 3 or more pitches to help <i>Mortimer's</i> family and friends go up and down the stairs.
K-2	Perform	I can use my voice to echo musical sounds.	Mystery Musical Scavenger Hunt! Find objects around your house or apartment that make a musical sound. This can be a fun, family activity.
K-2	Perform	I can start and stop with the music.	https://www.youtube.com/watch?v=388Q44ReOWE Move and freeze with The Learning Station; modeled on the video by middle/high school students.
K-2	Foundations	I can create, perform, respond to, and connect music to life.	I am a Musician! Activity Board This can be a fun, family activity completed over several days.
	Create		
	Perform		
	Respond		
K-2	Connect	I can recognize flutes from different cultures.	Flutes Around the World https://www.youtube.com/watch?v=c1xaVn1SNOQ – Native American flute https://www.youtube.com/watch?v=VcZCM2EtGuA – Irish tin whistle https://www.youtube.com/watch?v=XI7eyWJgOK8 – Japanese shakuhachi https://www.youtube.com/watch?v=L13wIHfQkAk – Orchestral flute View performances of these flutes and compare their sounds.
2-5	Respond	I can listen to and describe music.	Descriptor-Emoji Cards – Elementary https://content.thespco.org/music/concert-library/ The library includes many live concert videos of The St. Paul Chamber Orchestra . Check out the diverse list of composers and performers. https://www.youtube.com/user/MIMphx/videos Check out some of the concerts from the Musical Instrument Museum (MIM) Theater in Phoenix. These excerpts showcase music and musicians from around the world.
3-5	Connect	I can create a new and improved instrument.	Creating a New and Improved Instrument! Imagine you are trading an instrument along the Silk Road.

Grade	Strand*	"I can..."	Resource
3-5 	Respond	I can evaluate performances giving specific details.	The Zany Blue Man Group https://drive.google.com/file/d/1s6U213ibz5vqZle2HAqybSKc7km5Q9Ob/view View this 13-minute performance by the creative and unpredictable Blue Man Group. This video link has been edited briefly for language at 00:30 and 12:05.
3-5	Connect	I can see how music is part of everyday life.	Everyday Music Interview Interview a parent or other adult to learn how music has been a part of their life.
3-5		I can reflect on my work.	It's Good! Reflect on your music work by completing one of the sentence starters. Supports self-awareness skills in Social Emotional Learning.
3-8		I can share music with others.	Pass It On! Sing-play-share a song with someone else. Supports self-awareness and interpersonal skills in Social Emotional Learning.
3-8 	Foundations	I can describe and categorize instruments of the orchestra.	Instrument Investigation https://minnesotaorchestra.org/community-education/teachers-students-and-parents/instrument-musician-guide Learn about each instrument, hear and see them played, and meet musicians of the Minnesota Orchestra who play that instrument.
3-8	Foundations		Choice Board 3 of 5 Complete this board to give your students choice in how they might achieve the learning target. I like the reflection questions that could be applied to many other tasks.
3-8 	Perform	I can play body drum set.	http://jamzone.littlekidsrock.org/lessons/body-drumset/ Seven, short and easy to follow videos breakdown the moves to play kick drum, snare drum, and hi-hat cymbal. Play along! Little Kids Rock has many other Modern Band online resources, too.
4-8 	Create	I can improvise musical phrases on my recorder.	Recorder – Groovin' from Home A set of 6 short improvisation experiences for recorder students. Just follow the narrator's instructions and have fun! Tracks increase in complexity, using 1 to 3 pitches and 5 popular styles. Reflection emojis support self-awareness skills of Social Emotional Learning.
4-8	Create	I can create a rhythm composition.	Move it! Plan and organize 2-measure phrases into an 8-measure composition, then put it in your feet.
3-12	Perform	I can perform music from symbols.	Abstract Music How could different shapes, lines, and colors represent sound?
5-12	Perform	I can perform my part of a rhythm duet.	Provide students with a few simple rhythm duets that siblings could work on and perform together using found sounds or instruments.
5-12 	Create	I can improvise musical phrases on my orchestra instrument.	Strings – Groovin' from Home A set of 8 short improvisation experiences for orchestra students. Just follow the narrator's instructions and have fun! Tracks increase in complexity, using 1 to 5 pitches and 6 popular styles Reflection emojis support self-awareness skills of Social Emotional Learning.
5-12 	Create	I can improvise musical phrases on my band instrument.	Band – Groovin' from Home A set of 8 short improvisation experiences for band students. Just follow the narrator's instructions and have fun! Tracks increase in complexity, using 1 to 5 pitches and 6 popular styles. Reflection emojis support self-awareness skills of Social Emotional Learning.

Grade	Strand*	"I can..."	Resource
6-8 	Connect	I can connect musicians' experiences to the music they create or perform	Girls Rock! Amazing Tales of Women in Music https://library.biblioboard.com/viewer/995ebf12-123d-46b6-aefc-1e1db3a2993e/29 Read this short EBook to learn about legends in popular music.
6-12	Respond	I can identify expressive elements a composer might use to convey mood.	Moods through Music Identify expressive elements a composer might use to convey each of the emoji moods and explain choices.
6-12 	Respond Connect	I can interpret and connect music to personal experiences.	"America the Beautiful" https://www.youtube.com/watch?v=drAwiNNG3Fk – Naval Academy View a virtual performance by the U.S. Naval Academy Glee Clubs and compare it to a performance by Chloe x Halle from Super Bowl LIII. https://www.youtube.com/watch?v=AeSAQAob5WQ – Chloe x Halle
6-12 	Connect	I can draw on my musical knowledge and past experiences when responding to music.	Blue Man Group: NPR Music Tiny Desk Concert https://drive.google.com/file/d/1s6U213ibz5vqZle2HAqvbSKc7km5Q90b/view View this 13-minute performance by the creative and unpredictable Blue Man Group. This video link has been edited briefly for language at 00:30 and 12:05.
6-12 	Respond	I can listen to and describe music.	Descriptor-Emoji Cards – Secondary https://content.thespco.org/music/concert-library/ The library includes many live concert videos of The St. Paul Chamber Orchestra . Check out the diverse list of composers and performers. https://www.youtube.com/user/MIMphx/videos Check out some of the concerts from the Musical Instrument Museum (MIM) Theater in Phoenix. These excerpts showcase music and musicians from around the world.
6-12 	Respond	I can analyze and describe music.	Make a Playlist! Select some of your favorite music to use for an everyday purpose.
6-12 	Respond Connect	I can describe traditional music of MN American Indians. I can explain ways that music connects to cultural identity.	Traditional Music + Contemporary Music of MN American Indian Tribes and Communities https://www.youtube.com/watch?v=c1xaVn1SNOQ – Kevin Locke, "Eagle Song" https://www.youtube.com/watch?v=V81C4quEmcY – Meet Paul LaRoche, founder of the band Brulé. https://www.youtube.com/watch?v=fn8EJMeiv1A – Brulé, "Star People"
6-12	Foundations Create Perform Respond	I understand half, quarter, eighth and sixteenth notes; half, quarter, and eighth rests.	Rhythm Differentiation Tic-Tac-Toe Here is a great example of giving students a choice in how they want to reinforce their understanding of a concept. This packet may be assigned to students "as is," or use the template to organize learning toward another learning target.

Grade	Strand*	"I can..."	Resource
6-12 	Connect	I can connect music-making to its cultural heritage.	Melody of the Qeej https://library.biblioboard.com/viewer/b58307ce-c312-4230-b0c8-315d8d1bacc0/1 Read this short EBook to learn about an instrument that is very important in the Hmong culture. https://www.youtube.com/watch?v=SqiMS5Sq-IQ View a performance that was filmed in St. Paul at the Hmong Cultural Center.
6-12 	Respond	I can evaluate a performance.	High School Concert Bundle Assign students to <i>complete one or more parts</i> of this bundle using their concert music. Holistic rubrics included. If students have worked on these benchmarks earlier, each component could serve as a summative assessment. Part 1 – Respond (Benchmarks 3.9.4.7.1, 3.9.4.8.1) Part 2 – Connect (Benchmark 3.9.5.10.1) Part 3 – Create (Benchmarks 3.9.2.2.1, 3.9.2.3.1, 3.9.2.4.1) Part 4A – Perform (Benchmark 3.9.3.6.1) Part 4B – Perform (Benchmark 3.9.3.5.1)
	Connect	I can connect music to the context in which it was written.	
	Create	I can create a warm-up exercise.	
	Perform	I can perform my parts in the concert music.	
7-12 	Respond	I can analyze, describe, and interpret music and musical performances.	Meet Mikayla “Koffee” Simpson! https://www.youtube.com/watch?v=0Cmzn8BIOdA View this 15-minute NPR Music Tiny Desk Concert by Koffee, winner of the 2020 Grammy for Best Reggae Album—the first woman and youngest artist to win in this category.
7-12 	Respond	I can evaluate a musical performance.	That was a “good” performance! Assign a video of your choice and have students evaluate the musical skills or etiquette evident in the performance.
7-12 	Respond	I can analyze the process of composing.	Creating with Ben Folds https://www.youtube.com/watch?v=BytUY_AwTUs Follow the process Ben Folds uses to compose a song with the National Symphony Orchestra in 10 minutes.
	Connect	I recognize that music is influenced by its context.	
8-12 	Connect	I can connect musicians’ experiences to the music they create.	Lin-Manuel Miranda https://library.biblioboard.com/viewer/d4cd82f3-3b7f-4632-a89a-07e7a1e18afa Read this short EBook biography of Lin-Manuel Miranda. https://www.youtube.com/watch?v=E8_ARd4oKiI View Miranda’s performance of “Alexander Hamilton” from <i>Hamilton</i> . https://www.youtube.com/watch?v=y04SI0beEXs View a performance of “Carnaval del Barrio” from <i>In the Heights</i> .
8-12 	Connect	I can connect music to personal experiences.	A Hope for the Future https://www.youtube.com/watch?v=eR_7P5_7kh4&feature=youtu.be Thirty-three of the world’s most celebrated trumpet players perform this tribute to everyone around the world who is caring for us during the Covid-19 pandemic.
8-12	Perform	I can reflect on my practicing.	Practice Reflection Complete one box at the end of each practice session. Supports self-awareness skills in Social Emotional Learning.

Grade	Strand*	"I can..."	Resource
9-12	Connect	I can recognize how music is a part of my everyday experiences.	Music Feelings Connect feelings to personal music preferences. Supports self-awareness skills in Social Emotional Learning.
9-12 	Respond	I can use interpretation to convey meaning when I perform.	A Lesson from Evelyn Glennie https://www.ted.com/talks/evelyn_glennie_how_to_truly_listen#t-453457 Dame Glennie makes a comparison of translation to interpretation, then apply her ideas to a piece you are working on (3.9.4.7.1, 3.9.3.5.1, 3.9.3.6.1)
	Perform		
9-12 	Respond	I can listen to and describe music.	Listener's Tic-Tac-Toe https://content.thespco.org/music/concert-library/ The library includes many live concert videos of The St. Paul Chamber Orchestra . Check out the diverse list of composers and performers.
	Connect	I can connect music to personal, cultural or historical context.	https://www.youtube.com/user/MIMphx/videos Check out some of the concerts from the Musical Instrument Museum (MIM) Theater in Phoenix. These excerpts showcase music and musicians from around the world.
9-12 	Connect	I can connect music to personal, cultural or historical context.	Musical Inquiry Use these sample websites and open-ended questions—or ideas of your own—to develop your own learning experiences for students.

* The strands of the K-12 Minnesota Standards in Music are Foundations, Create, Perform, Respond, and Connect. Ready-to-use activities address anchor standard(s) and grade-level benchmark(s) within the identified strand.

Online resources for more ideas!

<https://www.macphail.org/community-programs/macphailk12-at-home/>

MacPhail K-12@Home has free, live streamed music classes for K-12 students and music educators.

Check out the weekly calendar of 30-minute classes (8:00 am – 3:00 pm)

<https://www.nfhs.org/articles/covid-19-instrument-cleaning-guidelines/>

New! The National Federation of State High School Associations (NFHS), National Association of Music Merchants (NAMM Foundation), and National Association for Music Education (NAfME) recommend the following guidelines for **cleaning/handling musical instruments** during the COVID-19 period.

<https://casel.org/covid-resources/>

CASEL CARES: **SEL Resource During COVID-19**. Scroll down the page for resources for parents and caregivers, educators, and state policymakers and leaders.

<https://nafme.org/my-classroom/nafme-online-professional-learning-community/>

The **NAfME Online Professional Learning Community** has a series of webinars on timely and targeted topics presented by experts during COVID-19. This format offers music educators the opportunity to engage with webinar presenters live, as well as reference recordings at a later time. All webinars are free and open to the public.

<https://midnightmusic.com.au/start-here/>

Stop here to learn how to integrate technology into your music classes. Lots of free resources. Subscribe to a weekly newsletter for blog posts, free lesson plans, downloadable resources, and instant access to a free ebook—**The Ultimate Guide to Free Music Technology Resources**.

<https://www.jwpepper.com/sheet-music/sharemusic/>

Here is a way to share sheet music you have purchased in the last 4 years. Pepper has agreements with MANY MUSIC PUBLISHERS to allow temporary access to over 200,000 digital titles through June 30th. It doesn't matter if you bought a digital or printed edition, if there is a digital version allowed, you can provide access to your ensemble.

<https://www.quavermusic.com/info/at-home-resources/>

If your school year is facing unexpected interruptions due to COVID-19, **Quaver Music** is here to help with free resources for seriously fun teaching and learning!

<https://minnesotaorchestra.org/community-education/lifelong-learning/minnesota-orchestra-at-home>

Minnesota Orchestra at Home includes at home performances with musicians, 2-minute classical music breaks, Guide to the Orchestra, and more.

https://www.youtube.com/watch?time_continue=553&v=giuRj11EgTI&feature=emb_logo

Perfect Square is a 10-minute animated film inspired by Michael Hall's children's book by the same name. Original music by Charles Lazarus, Minnesota Orchestra trumpet player. Commissioned by FRIENDS of the Minnesota Orchestra.

https://www.facebook.com/search/top/?q=music%20educators%20creating%20online%20learning&epa=SEARCH_BOX

Music Educators Creating Online Learning Facebook page. Here's a place where teachers around the world are able to share resources they've created for distance learning.

<http://perpich.mn.gov/wp-content/uploads/2020/03/WMEA-Online-Teaching-Project-1.pdf>

WMEA Online Teaching Project. Minnesota music educators are invited to join with Wisconsin music educators generating shareable plans and resources for our classrooms. Learn more about this work and access all forms through this webpage.

[https://mim.org/mimkids/mimkids-](https://mim.org/mimkids/mimkids-resources/?utm_source=tunedin&utm_medium=email&utm_content=mimkids-resources)

[resources/?utm_source=tunedin&utm_medium=email&utm_content=mimkids-resources](https://mim.org/mimkids/mimkids-resources/?utm_source=tunedin&utm_medium=email&utm_content=mimkids-resources)

Here are instructions from the **Musical Instrument Museum** (MIM) in Phoenix to make amazing world instruments! Learn the story of each instrument, a folk song to play and sing, and view video performances in their original context.

<https://www.metopera.org/>

Beginning March 16 and continuing each day for the duration of the Met's closure, an encore presentation from the company's Live in HD series will be made available from 7:30 pm EDT until 3:30 pm the following day.

<https://www.mrsmiraclesmusicroom.com/2020/03/music-lessons-during-school-closures.html>

A variety of activities are posted for grades K-5.

<https://www.mydso.com/dso-kids/learn-and-listen/instruments>

Dallas Symphony Orchestra: Learn + Listen with Video, Instruments, Composers, Building Blocks of Music. How could you adapt the "Flat Beethoven" activity?