



Resources to Support Continued Learning During School Closures

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As I was collecting ideas, one piece of advice that came up frequently with e-learning was to strive to maintain the relationships you've already developed with students. Relationships – critical to engagement, motivation, and/or achievement – can dissolve quickly without working face-to-face.

Elementary General Music

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

- Drawing to Music (Grades K-1)
- Moods in Music (Grades 1-2)
- Symphony Orchestra Project (Grades 3-5)
- Instruments of the Orchestra (Grades 3-5)
- Note Naming on the Treble Clef Staff (Grades 3-5)

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

- Learn + Listen: Video, Instruments, Composers, Building Blocks of Music. Have students use the **Instruments Investigation** (attached) as they explore the instruments.
- Activities – **How could you adapt the “Flat Beethoven” activity?**

https://www.theedublogger.com/teaching-online-school-closures/?utm_source=Edublogs&utm_campaign=a09bf9d263-Edublogs_Weekly_14_12_2017_COPY_01&utm_medium=email&utm_term=0_0417f70ab4-a09bf9d263-86205826&fbclid=IwAR2tRRd1HPUnRFVF-EyDTQ9LZuWl_UzyNYLu4gGVaAG36l-1JWWuGEavocI

- Resources for Teaching Online Due to School Closures

<https://content.thespco.org/music/concert-library/>

The library includes many live concert videos of The St Paul Chamber Orchestra. Check out their diverse list of composers and performers.

- Have students listen to an excerpt multiple times. Use **Descriptor & Emoji Cards-Elementary** (attached) to describe the music and the piece they liked best.

Some of the attached activities may be used with online resources, but some may be used with in another way that does not require technology:

- **Move It!** – Have students complete this rhythm composition. (CREATE)
- **Descriptor & Emoji Cards-Elementary** – Have students listen to a variety of music and choose 2 words to describe what they are hearing and 1 emoji to describe the feeling conveyed through the music. (RESPOND)
- **Instruments Investigation** – Have students use this page when they are exploring various instruments or instrument families of the orchestra. (FOUNDATIONS, CONNECT)
- **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 on page 2, which could be applied to many other tasks. (FOUNDATIONS?)
- **Rhythm Differentiation Tic-Tac-Toe** – Pages 2-11 of this packet may be used as is if your students are working on half, quarter, eighth and sixteenth notes; half, quarter, and eighth rests. The tasks were created and placed in the Tic-Tac-Toe according to levels of Bloom’s Taxonomy shown on the TIC TAC TOE! TEMPLATE on page 1. Use the TEMPLATE to organize learning towards another target. (FOUNDATIONS, CREATE, PERFORM, and/or RESPOND)

Secondary Music

Some of these websites have interactive activities for students, others provide material on which you could create your own set of questions.

If you are writing your own questions, consider using ones that are open-ended:

1. Copy one sentence from the reading that seems important and explain why it seems important to you.
2. Write one question you have about information in the reading. Try to find the answer to your question.
3. Write about one thing _____ and _____ have in common.
4. Write about two ways _____ and _____ are different.
5. Write one sentence to connect information you learned here with something you already knew.
6. I used to think _____, but now I think _____. Explain.
7. What did you notice? What else did you notice?

<https://nafme.org/my-classroom/jazz-appreciation-month/>

- Jazz at Lincoln Center’s Jazz Fundamentals Series
- Exploring Jazz: Jazz Fundamentals from Jazz at Lincoln Center

<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://content.thespco.org/music/concert-library/>

The library includes many live concert videos of The St Paul Chamber Orchestra. Check out their diverse list of composers and performers.

- Listen to an excerpt multiple times. Use **Descriptor & Emoji Cards-Secondary** (attached) or **Listener's TIC-TAC-TOE** (attached) to describe the music and research the composer and role or context of the music.

<https://banddirector.com/teaching-technology/four-things-band-directors-can-do-to-contend-with-corona-virus-concerns/>

- Check out these four e-learning activities and the multimedia resources to carry them out

<https://www.liveabout.com/phenomenal-women-in-music-2456183>

- Learn more about some of the women on this list
- Who else should be added to the list?

<https://musiceducationsummit.org/virtual-band>

<https://musiceducationsummit.org/2020-virtual-choir>

Submit a video to be part of the 2020 Virtual Band or Choir for the International Music Education Summit.

<https://itunes.apple.com/us/app/playtunes/id1403421290?mt=8>

From Shawn McGinn, Band Director and Creator of PlayTunes music learning app. "As many districts are facing imminent shutdown, I made a way for students to get full access to my app for free. It's a home practice app designed for kids in their first 3 years of band."

1. Download the app using the link above.
2. Scroll past the how-to screens and, at the home page, tap on lower right corner until a text box pops up, in which you type "Free-pass" - all levels will become immediately available.

Some of the attached activities may be used with online resources, but some may be used with in another way that does not require technology:

- **Move It!** – Have students complete this rhythm composition. (CREATE)
- **Descriptor & Emoji Cards-Secondary** – Have students listen to a variety of music and choose 2 terms or symbols to describe what they are hearing and 1 emoji to describe the feeling conveyed through the music. (RESPOND)
- **Listener’s TIC TAC TOE** – Have students choose one row, column or diagonal of musical or performance elements to listen for. (Tic-Tac-Toe). Listen to the music 3 times, once for each element. Is there a way students could share their observations with others? Have students research the composer, role and/or context of the music to know a bit of the story of the piece. (RESPOND, CONNECT)
- **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 on page 2, which could be applied to many other tasks. (FOUNDATIONS?)
- **Make a Playlist!** – Have students complete this task using given instructions. (RESPOND, CONNECT)
- **Rhythm Differentiation Tic-Tac-Toe** – Pages 2-11 of this packet may be used as is if your students are working on half, quarter, eighth and sixteenth notes; half, quarter, and eighth rests. The tasks were created and placed in the Tic-Tac-Toe according to levels of Bloom’s Taxonomy shown on the TIC TAC TOE! TEMPLATE on page 1. Use the TEMPLATE to organize learning towards another target. (FOUNDATIONS, CREATE, PERFORM, and/or RESPOND)