TMEA Town Hall Meeting Notes

- **Virtual Instrument Placements**
  - Three Stage Approach
    - Stage 1 – Electronic Meeting via YouTube followed by required response
    - Stage 2 – Survey through Google Forms to collect the following information
      - Basic Contact Information
      - 5 pictures of their face, 1 picture of their finger width, and 2 measurements of their hands
      - Interest in private lessons
      - Preliminary instrument preferences (choose 4 with no ranking)
      - Final check-out
    - Stage 3 – Data analysis and final instrument placements
      - Analyze preferences and start by filling instruments with lowest interest first. You can utilize the following information to help you with your placements:
        - 6 photos that were uploaded
        - Interest in private lessons
        - Any available data such as elementary grades or data collected from your elementary music teachers
      - Email out placements and set-up either socially-distanced or virtual meetings with music vendors to take care of rentals and supplies.
  - What things must be in place to make this work?
    - Trust - You must establish yourself as a professional through quality production and organization. Your YouTube videos, Google Forms, and emails must look like they are coming from a professional.
    - Information – The parents must understand that this isn't really much different than a live placement. Make sure they understand -
      - Instrumentation
      - Physical build and how it relates to instrument selection
      - The Sports Analogy – You choose the sport, the director chooses the position
  - Pros
    - No PPE required. You can be yourself!
    - Time to think about each placement and make an informed decision.
    - You can make a perfectly balanced instrumentation.
    - Can work anywhere.
  - Cons

- Don't get to meet with the children and hear them play on an instrument or kit.
- They don't get to feel the instrument before they are selected.
- Kids could say they want to quit after their final placement.

- **Virtual Beginning Band**
  - Guiding Principles
    - Purpose driven – Why are we doing these assignments?
    - Meaningful instruction – How we are delivering the material?
    - Authentic feedback – What we improve on?
    - Constant Accountability – Documenting and communicating work completion and quality.
  - Building an online curriculum
    - Platform? Google Classroom, Canvas, etc.
    - How many assignments are we allowed to give?
    - How will the students be graded?
  - What we did last Spring
    - Daily Assignments that open up at 8AM and close at 10PM the next day
      - Monday – Fundamentals
      - Tuesday – Scales
      - Wednesday – Music
      - Thursday – Theory
      - Friday – Pass-offs (for extra credit)
        - Monday-Thursday were worth 25 points each for a weekly grade of 100)
  - What tools did we use?
    - iMovie
    - Canvas
    - Tonal Energy
    - School-issued iPads (students)
  - How would use this system in the Fall?
    - Something similar as last Spring
      - Rotation of assignments
        - Fundamentals
        - Performance
        - Music Theory
- **Virtual Full Ensemble**
  - All of the same guiding principles of Beginning Band still apply

- The full ensemble is more goal-oriented than Beginning Band
  - Concerts
  - Solo performances
  - Ensemble or Chamber performances
  - Auditions
- What elements might be on the menu for a full ensemble rotation?
  - Fundamentals (can be instrument specific or full ensemble exercises)
  - Scales (can assign different scales to each instrument group or each grade level)
  - Special music like All-District/Region music excerpts
  - Concert music
    - What if we can't perform a concert?
      - We did a virtual band last semester for El Capitan and El Capitan
        - Create a packet with instructions
          - Everyone would use school-issued iPads
          - Everyone would dress in uniform
          - Recording space had to be set-up in a uniform fashion
          - Students would use headphones and listen to a metronome
        - Students submit video recordings to you for proofing
          - Our kids got three tries to get accepted
          - Videos were graded complete/incomplete
          - After each attempt I made them a video response in "UIL tape" format
          - Once accepted, I downloaded their video and organized them in a folder
        - Send off your recordings to be mastered
          - We sent ours to David Burks at DBP Audio (dbpaudio.net)
          - How's the quality?
          - How much does it cost?
        - What are the benefits to doing a virtual band?
          - Gives students a goal to work towards
          - Adds closure to an educational cycle
          - Creates awareness and exposure for the public that music programs are still thriving and essential to child's growth and development.

- **Bridging the Gap from the Spring to the Fall**
  - o Make a list by instrument of what skills have still need to be taught
  - o Develop a plan to incorporate instruction of these skills in your curriculum
    - ▪ Utilize assistant or head directors
    - ▪ Utilize clinicians or lesson teachers
    - ▪ Utilize a student teacher
    - ▪ Flip your classroom and make instructional videos and assignments
    - ▪ Really desperate? Ask a college music ed major to do it for "experience"
  - o Select reasonable music that incorporates skills you want the kids to master

- **Final Thoughts**
  - o It is imperative that we make sure everyone knows how important we are by being creative, flexible, and relevant.
    - ▪ Just because we can't do it the way we want doesn't mean we can't do it. It's quite the opposite. We must do it if we wish to see the day when we can do it the way we used to.
    - ▪ Administrators, parents, and community members must see the best of us in times of crisis. It's the only way we stay relevant.