



# **A Session called “Beyond COVID”**

**Because that’s what Bob asked for**

## **OK, What did we learn before we chuck it all away?**

1. Music teachers are pretty incredible, and can teach anywhere and anyhow.

It was not always pretty, it definitely was not easy. But kids were able to learn if they wanted to buy into whatever the system was.

### **What was your school district system like this school year?**

2. The power of one individual teacher is pretty incredible. We always say that, but the pandemic really proved it.

**What did you do in that first day of remote? Week? Month? What did you adjust for after Easter/Spring Break?**

## **OK, What did we learn before we chuck it all away?**

3. Thank goodness for the new standards. **Create, Perform, Respond**. I'm thinking 30 years ago when I was in band as a student if the pandemic would have happened I don't know what we would have done because all we did was play. Create and Respond were huge curriculum pillars to fall back on. We can't let them disappear as we move on post COVID.

**What are some things that you did daily or weekly this year in C/R that could be tailored and tweaked into a weekly or monthly or even a unit plan that were great teaching nuggets?**

## **OK, What did we learn before we chuck it all away?**

4. Community is important. Programs live and die by how kids feel about being a part of an organization. Being a part of something bigger than yourself means the world to most kids. It's way more important than being able to play in all twelve major keys, or being able to count and notate 12/8 rhythmic patterns.
5. Not being able to perform in a live setting makes being a member of a musical community almost impossible to maintain long term. In my opinion all the talk about being part of a community has to have an edge to it where quality and standards are still part of the equation. Most kids (and ADULTS) really won't practice or maintain unless there is a performance out there to reach for.

## **OK, What did we learn before we chuck it all away?**

Be honest--you had way more time than you have EVER had to get better at playing an instrument in the last 1.5 years, and you have more training and experience now than you have ever had. How many of you really put more time into your music making skills?

I think I lasted about 2 weeks.....and then after that it was just Netflix and Apple Music.

But at least I did not get sucked into Tiger King.



## **OK, What did we learn before we chuck it all away?**

6. The ARTS are what kept many people sane through the pandemic though. Being able to make music, listen to music, make art, watch movies and videos, and connect with others through technology was huge.

I listened to entire operas again, I got out scores again, I did deep dives into composers and styles of music I had not thought about in a long, long time.

My biggest find:

# Bert Kaempfert and his Orchestra



## Focused Listening (Let's take a sidebar here)

1. Style
2. Tempo
3. Meter (conducting patterns!)
4. Instrumentation
5. Form
6. Technique
7. Emotional Content/Lyrics

Make kids LISTEN (not hear) to the music that has meaning to them, which means they are truly analyzing their own inspiration.



# Keepers

1. Hand sanitizer and hand washing
2. Disinfectants like SaniSpray and SteriSpray
3. Spit Rags. As a brass player that is hard to say, but it sort of makes sense now that we have kind of gotten used to it.
4. Masks during flu season
5. Using things like Google Classroom for assignment uploads and handbooks
6. Less can be more with concerts. Do we really need the marathon concerts we used to do?
7. Say good-bye to snow days or emergency days. Now we can pivot to remote on a moment's notice.

## Don't toss them just yet

1. Bell covers, flute shields
2. Spray bottles, cleaning rags
3. Extra masks, hand sanitizer, disinfectant sprays and wipes

Might make sense to get through Semester One before you think about deep storage on these items.

## What do we need to get ready for?

- About 3-5 years to recover enrollment and skills loss
- Lazy kids (yes, I will say it). Easily scarred kids.
- Kids with trauma or severe health and anxiety not wanting to come back to school and needing distance learning options.
- Parents wanting a remote option for everything.

## What do we need to get ready for?

- Having to navigate way too many ways to communicate expectations. Google Classroom, PowerSchool, Planbook, Remind, School Website, Social Media are all examples of things a teacher in Great Falls could be managing right now. In addition to email and phone messages!
- Not being able to share stuff like instruments and equipment like we used to do. Use those ESSER funds to fix this before it all goes away!
- Travel is going to be interesting. Can we put two kids in a bed going forwards for hotels? Are parents going to buy into that?

# What did I miss?

Discuss!



# SEL Learning

SEL=Social Emotional Learning

Arts Classrooms are the PERFECT place to be practicing SEL learning, but it does not happen in a "package deal", which is what I worry school districts will start to turn to and make it a program of some sort, like the anti-bullying stuff. It needs to be infused in the classroom content to be truly effective (at least that is what I believe).

ACES Test and Scores

<https://acestoohigh.com/got-your-ace-score/>

# ACES Test

1. Did a parent or other adult in the household often or very often...
  - Swear at you, insult you, put you down, or humiliate you? OR
  - Act in a way that made you afraid that you might be physically hurt?
2. Did a parent or other adult in the household often or very often...
  - Push, grab, slap, or throw something at you? OR
  - Ever hit you so hard that you had marks or were injured?
3. Did an adult or person at least 5 years older than you ever...
  - Touch or fondle you or have you touch their body in a sexual way? OR
  - Attempt or actually have oral, anal, or vaginal intercourse with you?

# ACES Test

4. Did you often or very often feel that ...
  - No one in your family loved you or thought you were important or special?  
OR
  - Your family didn't look out for each other, feel close to each other, or support each other?
  
5. Did you often or very often feel that ...
  - You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? OR
  - Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?



# ACES Test

6. Was a biological parent ever lost to you through divorce, abandonment, or other reason?
7. Was your mother or stepmother:
  - Often or very often pushed, grabbed, slapped, or had something thrown at her? OR
  - Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard? OR
  - Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
8. Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?
9. Was a household member depressed or mentally ill, or did a household member attempt suicide?
10. Did a household member go to prison?

Add them up--4 or more is where serious issues start to come into play.

# ACES

As your ACE score increases, so does the risk of disease, social and emotional problems. With an ACE score of 4 or more, things start getting serious. The likelihood of chronic pulmonary lung disease increases 390 percent; hepatitis, 240 percent; depression 460 percent; attempted suicide, 1,220 percent.

## We can't do it alone

We can't just dump this problem on teachers. "Here's the problem, now fix it"

We have it backwards. For every \$1 spent on prevention or help, we spend \$7 in corrective services (jail/prison/counseling/rehab, etc.).

"Those parents just need to pull up their bootstraps and be better" attitude does not work very well.

What if the parent really *is* doing their best? Most parents love their kids--remember that on the tough days. At least the kid is at school in some way shape or form and you can make a difference for that child!

# Needs Before Notes (Scott Edgar)

Think about your students emotional needs first before you start banging away in rehearsal or demos. Emotional well being needs to take place first before content learning can truly set in. Class culture is pretty important right now for so many of our kids.

How do you make kids feel wanted and important in your classroom? What types of student leadership have you used in your program?

## Student Reflection

To wade into SEL, the first thing to focus on is **STUDENT REFLECTION**. This needs to happen throughout the lesson. Thumbs up, middle, down for littles to gauge their understanding and feeling. Fist to Five for older kids (fist is nothing, and then they can use fingers/thumb 1-5 to give you feedback). Reflection is not just the bell ringer or the exit ticket out the door, it should be part of the lesson too.

Your ideas?

# Identity

Identity is discovering who you are as a person (can also be the identity of the ensemble or team later on). Knowing identity helps inform decisions. This is sort of the Stephen Covey stuff I love so much too in finding your virtues. It is a journey that never ends!

What would someone coming into your classroom say are your virtues and values after watching one day of rehearsal?

## Belonging

Belonging--we do this so well in our classes. It is a safe space to be creative, find beauty, take risks, and find others who think and feel the same way we do, or who think differently but want to express it in the same way that we ourselves express things.

When was the last time you had an Aesthetic Experience in your classroom?

## Agency

Agency. “Can our voice really affect change?” If student input is valued, they see it here. If it is just teacher driven, there is no agency. Think of it like school staff--you want input into the process or it is a “THEY/THEM” situation.

What are some ways you can let students have input going forward?

How do you use student leadership in your classes?



## Relationships

If you practice relationships, they get better. If you ignore them, they get worse.

What are some ways you practice relationships in your classroom?

# Communication

Communication is WAY more than just words. It is empathy too.

**How is your communication being perceived and received?**

**Do you smile when you conduct or scowl?**

**Do you make eye contact with kids in rehearsal every day?**

# Gratitude

Gratitude is important to express to others. We have a tendency in music especially to just point out errors in rehearsal and try to "fix" stuff all the time.

But always, always behind!

Double basses!

You are always late!

For the love of holiest God!

# Gratitude

Let kids know you appreciate the hard work they are doing as you go along with these processes. In the Arts, kids need to know that they are making improvements with each draft and retry, and that the journey is sometimes every bit as important as the destination.

MUSIC MAKING IS *HARD* WORK. LET'S NOT LIE TO KIDS ABOUT THAT.

As teachers, it is OK to not have all the answers all the time. We can ask the kids what they think, and they can surprise us with great ideas!

# Leadership

You are always leading, whether you know it or not. So are your kids.

Leadership is not a title--it's an ATTITUDE.

## Your Mentors--what qualities did they have?

Caring Dedicated Made Time for you

Humorous

Good Communicator Enjoyed Work

Disciplined Fair

Persistent Respectful

## Mr Tangen's Credo

Be on Time

Know your part

Don't Be a Jerk

# Think Again!

Adam Grant (author) asks us to “Think More Like a Scientist”

Prosecutor: Win the argument, prove the case. “I’m right/They are wrong”

Preacher: You already know the truth, and now you have to spread it. “I’m right and I have to get you all on board with this”

Politician: Telling people what they want to hear, win approval. “You will like this, (but it is not really the truth and I don’t necessarily believe it)”

Scientist: Humility over pride, Curiosity over Conviction. Don’t let your ideas become your identity or your ideology. PIVOT when you need to.

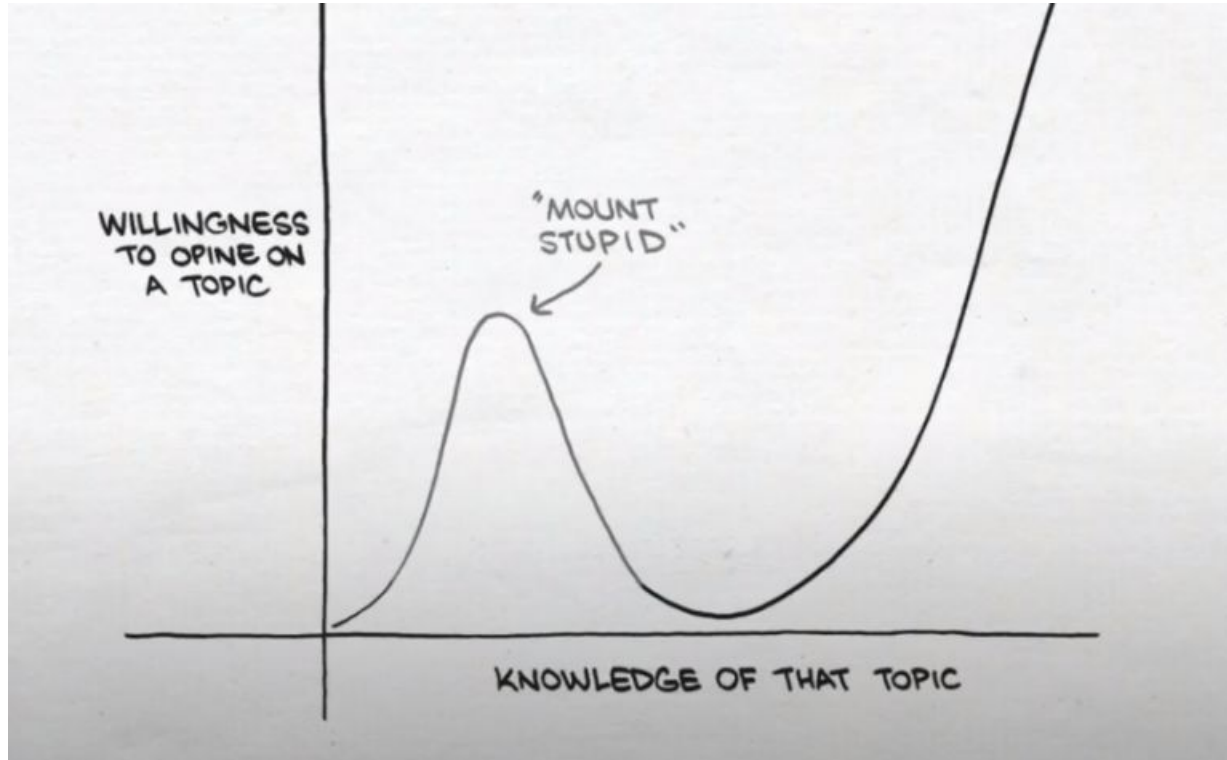


## Think Again!

1. Why English became the official language of the United States
2. What job Walt Disney had before he drew Mickey Mouse
3. Which space flight did astronauts first see the Wall of China
4. Why eating candy affects children's behavior

Dunning-Kruger effect. Being overconfident when we are not competent. Overconfidence leads to lots of problems. “Know what you don't know”, be humble and have humility and then get to work.

# Beware of Mount Stupid!



## Top Thoughts

Define your identity in terms of values, not opinions.

It's easier to avoid getting stuck to your past beliefs if you don't become attached to them as part of your current self-concept.

*Value curiosity, learning, mental flexibility, and the search for knowledge*

# Invite others to question your thinking

This one is hard!

Try to learn something new from everyone you meet--they know something more about *something* than you.

Build a challenge network--who can you trust to give you some pushback? Who are your most thoughtful critics?

## Ask Better Questions

You can accomplish more by talking less and listening more, both with adults and with kids. Remember, the one doing the action is doing the most learning. Who communicates more in your class--you or your students?

Remember music making is a higher form of communication than speaking.

Do you treat it as such?

## Ask Better Questions

# Question HOW rather than WHY

This works really well for strong opinions or deep-seated beliefs. When people have to explain HOW they would make their views a reality, they can easier see the limits of their understanding on complicated issues.

How can you use this with your admin or department members?

## Teach Kids to Think Again as well

Myth-Busting sessions. Maybe once a week? Take common misconceptions in music and break them up. *Lies My Music Teacher Told Me* is a good place to start.

Kids need to learn that multiple drafts/attempts lead to a completed project. Give them more opportunities to try and refine the end goal. We do it for concerts all the time (rehearse/rehearse/rehearse). But do we do it for other tasks? Scale tests, theory things.

Let's get away from asking kids what they want to be when they grow up. We want kids to do many things--and making music should be one of them!

What would be your first music/performing arts myth buster activity?

# Thanks for Hanging In There

Please call/email if you have any questions, concerns or comments. We are all in this together!

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