

Hello,

Thank you so much again for including me in all of your planning sessions and shares. I truly appreciate it. I will offer as much help as I can, though your extensive research seems to overlap with what I already have. Here are some of the things we discussed, and some new stuff on the bottom that I forgot to mention:

1. The Escape Rooms

[Beginning Band Escape Room \(Google Form\)](#)

[Advisory Haunted House Escape Room](#) <--- This one is waaay more fun as it includes moving GIF images to tell the story, but does not include music related questions. It can be adjusted to fit any subject.

Right now, none of these Google Forms are set up to limit student responses or collect their email addresses after they have turned in their work. If you need, you can change that within "Settings" (the image of the cog).

If you wanted to run through the rooms the answers to the Band one are: CABDA, BROWNIES, ACBHGR, pp<p<mp<mf<f<ff, 7-14-11-15

The answers to the Haunted House are: 3612, PHENOMENAL, CDADBC, 49, 87

Let me know if you would like a tutorial on how to build your own, or if the links don't work for some reason.

2. Ensemble Performance Videos

Premiere Pro: During our meeting, I definitely misspoke. It took me about 150+ to do all 4 videos, but what I did say accurately is that it definitely would have taken significantly less time if I hadn't gone crazy with editing. Similarly, let me know if you would like sessions on using Adobe Premiere Pro to create a virtual concert video, or if you simply would like me to do a project for your chamber or smaller ensembles.

As mentioned in our discussion, there is also <https://www.wevideo.com/> and <https://www.soundtrap.com/>. Both allow students and teachers to collaborate on a cloud based project with greater ease than just sending a file back and forth.

3. Virtual Band/Choir rehearsal routines that have demonstrated themselves to be effective:

This is a video from a woman who has been doing virtual band rehearsals for the past 2

years: <https://www.youtube.com/watch?v=zMVofFsPhsqY&feature=youtu.be>

She has some really wonderful ideas about how to go about this and why.

For David - she does one for choir too: <https://www.youtube.com/watch?v=k8ayaydQ8-8&feature=youtu.be>

4. The [YouTube Channel Red Barn](#) has some online icebreaker/community building "games" that might help keep kids engaged if we go completely remote. I might start with "Walk the Line", which is essentially a version of "Never Have I Ever" with the kids who have chosen to be 100% remote.

5. Some non-music specific items I will likely be incorporating into my curriculum:
<https://edpuzzle.com/> <--- Allows you to embed questions into any youtube video.
[Jamboard](#) <-- a virtual whiteboard that is a free and easily downloadable Google Chrome extension. Students can use it to answer questions, collaborate, etc. This woman has blogged some good ideas [here](#) about how it can be used.

6. PPE vs. using our teacher voice

I have also been looking into face shields, as well as a wireless, hands-free mic because I anticipate that between the mask and the face shield, students will be asking "What?" a billion times and I do not want to completely destroy my voice. Since I will be traveling from class to class, I found portable mics on the [cheaper end](#) and on the [higher end](#). I don't know what kinds of audio systems you have in your classrooms, but you might want to consider this as a part of your purchases.

Hope some of this is helpful.

Wishing you all the best,
Katherine

From Beverly:

I. Resources I've used:

1) PBS music arts toolkit (esp 'Music around the World' and 'Music in Time' sections)

<https://ny.pbslearningmedia.org/collection/music-arts-toolkit/?fbclid=IwAR3cxsSJSnyeNq8u3MSpvLJvNZrFKf4CBv1rek7C-io2np19-dz8cnY9Lj8>

2) Interactive music games:

- A. composition: melody (using labelled piano keyboard)
- B. composition: rhythm
- C. 'play' instruments clips to hear sounds/instrument identification quiz/musical bingo
- D. interactive listening maps are fantastic for students to organise what they're listening for (but no way to assign specific ones)

<https://insidetheorchestra.org/musical-games/>

3) Musical instrument coloring pages (Cleveland Orchestra):

<https://www.clevelandorchestra.com/globalassets/1718/education/coloringbk.pdf>

4) Education video resources (Cleveland Orchestra):

- A. Video Listening Maps for 'Danse Macabre' and 'Ode to Joy'
- B. composing a 'scary song'

<https://www.clevelandorchestra.com/Education-and-Community/teacher-workshop-videos/>

II. Classical music listening maps

Four Seasons 'Spring' mvt 1 (Vivaldi) - good for musical storytelling/what do you hear in music?: <https://youtu.be/01OCh5w16U>

Hall of the Mountain King (Grieg) - good for steady beat, tempo and instrument ID: <https://youtu.be/A-p9v5hed0w>

March from Nutcracker Suite (Tchaikovsky) - good for instrument timbres: https://youtu.be/NS_NtnCKPKY

William Tell Overture (Rossini) - good for dynamics/dynamics terms: <https://youtu.be/XLNJWrcH6oo>

Young Person's Guide to the Orchestra - good for learning the theme, following rhythm, hearing brass/strings/percussion: <https://youtu.be/eLLd-86hw34>

III. Mrs. Stouffer's Music Room

This is an enormous compilation list for distance music resources!

<https://mrsstouffersmusicroom.com/distancelearning/?fbclid=IwAR2yxswg3T0fhEb1YxAx6LeuWgT9V2ZXLtCEXgQ6gmr0VaOPRuv6jKZOHS>