



GHS Music

Pivot Plan Update

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Whoa!

June 19 - Fall 2020 Guidance for Music Education
The National Association of Music Education (NAfME)
& National Federation of High Schools (NFHS)

Safety adjustments should be based on local health guidelines.

New information will be released in July based on
results from the scientific study of virus
spread when performing music.

- Current Recommendations:
- No indoor group or ensemble singing, until tested mitigation techniques are proven effective.
 - Practice social distancing in music classrooms. This may mean each class will be smaller than traditional large ensembles unless facility space is able to support the social distancing of large groups of students.
 - If providing in-person, indoor instrumental ensemble experiences, teachers may focus on chamber music with smaller groups of students due to social distancing constraints.

LINKS





Band and Choir Room

Preparing for Social Distancing



01

Measure to determine the best setup for each class to adhere to social distancing requirements. Straight rows may allow for more space between students than the traditional arch shape.



02

Create a template of the desired length that will meet CDC, state and local guidelines for social distancing. Teachers may mark spaces on the floor where chairs, stands, instruments, etc. will be placed.



03

Prepare for student entry and exit of the classroom, along with how materials such as instruments, sheet music, and stands are used. Proper planning will reduce person to person contact outside of the recommended social distancing.



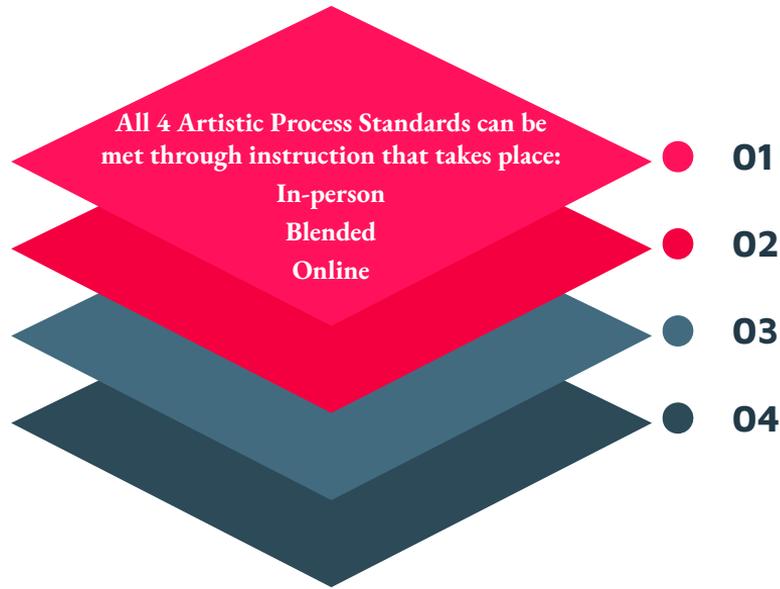
04

Equipment and supplies:

- Students must not share music stands. Folding wire stands would be helpful in all settings.
- Students must not share sheet music/all students use their own copies.
- Students must not share instruments or related supplies. Sanitize keys, mouthpieces, etc.
- Students must bring their own water bottle (no sharing, no water fountain use).



Arizona State Music Standards Performing Ensembles



Reminder: focusing solely on virtual ensembles/performances is not educationally beneficial. We develop the growth mindset and the long-term musical journey of each student.

***In music, if we pivot to non-ensemble music, we have to create curriculum, therefore we need more time to plan than a content area that is simply changing the mode of delivery.*

01 Creating

- Sight-reading
- Composing
- Improvising
- Musical interpretation
- Collaborative projects
- Electronic music
- Music technology

02 Performing

- Ensemble singing and playing
 - at home
 - at school with distancing
 - streaming live (not posting)
- Private lessons
- Recitals/mock auditions
- Conducting
- Small Ensembles

03 Responding

- Rehearsing alone & w/others
 - video practice guides
- Sectionals
 - student led or teacher led
- Music Theory and ear training
- Score study (PBA lessons)
- Written critique (PBA lessons)
- Music History: read, write, discuss

04 Connecting

- Rehearsing with others
 - small ensembles with flexible scoring
 - excerpts tied to goal setting
- Sharing music with the community
- Music Appreciation
- Music Production
- Music and Society
- Learning playlists



In-Person Opportunities

Small group rehearsal

Large ensembles may need to be reorganized into multiple groups or part sections that rehearse at different times to satisfy social distancing guidelines.

- If regulations allow, students can rotate between rehearsal in groups and music study stations in the large room during the same class period.

Outdoor spaces

Vocal and instrumental ensembles can both rehearse outdoors to allow larger groups to prepare music together.

- mobile piano/amp will be used
- folding music stands would benefit the instrumentalists.

Each student can have their own stand to use in all rehearsal/performance settings (including at home).

Performances

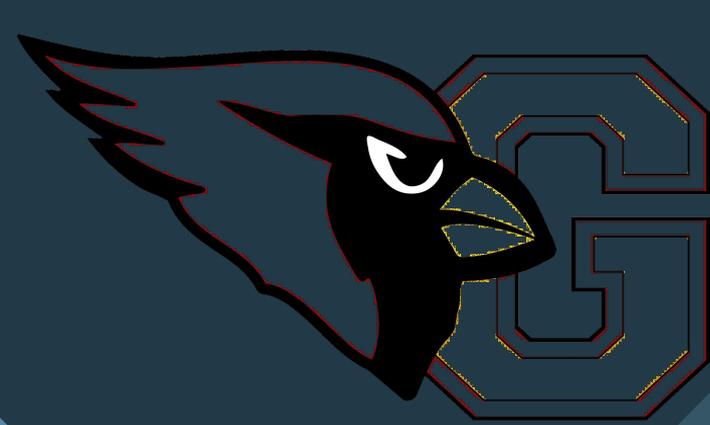
Outdoor:

- Stadium
- Heatwole Plaza

Indoor:

- Auditorium
- Cafeteria

Online: If we perform with no live audience in the room, we can stream our concert with the rights that are included in purchasing the music.



Timely Feedback

Live: Webex

Discussion: Padlet

Performances: FlipGrid

Assessments: Media Submission

Portfolio Creation: Google Classroom

Theory: Quizlet, MusicTheory.Net

Digital Learning Playlists

History: Google Form

Growth mindset



**As we remain flexible and develop safe ways to provide music education for our students, we must always remember WHO we are and WHOSE we are
GO CARDINALS!**



1911-1913

Glendale High School began providing high quality education and included music in the curriculum and graduation requirements..



1930s, 70s, 80s

GUHSD and the Glendale High community supported the band, choir, and orchestra programs by supporting the construction of performance and rehearsal spaces.



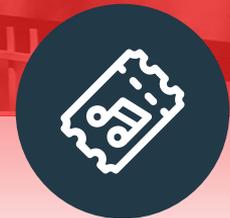
2011

Glendale experienced the 100-year celebration of our amazing campus, alumni, and current students! Many generations of Cardinals come back every year to see and hear our current musicians and experience our school spirit



2019-2020

GHS Choir advanced to the state festival for the first time and GHS Marching Band performed at the state grand championships for the first time.



Looking forward

Our Cardinal Musicians will continue to provide much needed connection to our community and campus culture. We will always find new ways to help our students be the best they can be!