

Beginning Instrumental Demonstration and Fittings (NFHS/NAfME)

1. As school buildings closed due to the COVID-19 pandemic, many instrumental music programs were unable to carry out their instrument demonstrations and sign-ups for students interested in starting a new instrument.
2. Here are suggested ways in which in-person demonstration and fitting can occur, if these fall within the suggested health and safety guidelines of your local health departments.
3. Parental communication about any potential restrictions regarding entry and participation during instrument demonstrations will be necessary.
4. Host an online pre-screening for students to confirm interest prior to in-person instrument trials. Suggest a Google questionnaire.
5. The evening of demonstration, post signage prominently indicating no one should attend or participate if they currently have symptoms or have been in contact with anyone with a confirmed COVID-19 diagnosis in the last 14 days.
6. Be prepared to work appropriately with students who have pre-existing health conditions and work with school nurses or other health officials to take additional precautions as needed.
7. Suggest or require use of face coverings based on local guidelines.
8. When possible, conduct instrument demonstration and fitting outdoors.
9. If outdoors is not possible, schedule instrument fittings using 30-60 min sessions with up to 12 students per 60-minute session (one every 5 minutes) per classroom.
 - 9.1. If possible open windows and use fans to circulate the air.
 - 9.2. If a larger space such as a gymnasium is used - multiple stations may be set up as long as each station is separated from the other stations by a distance ranging from 20-30 feet.
 - 9.3. A 20 min buffer between sessions is recommended to allow the air to refresh before beginning the next session.
 - 9.4. Older buildings may require a longer buffer between sessions to allow the air to refresh.
10. If parents and guardians are allowed into the school building and/or the outdoor demonstration area, designate a taped off area 10 feet away from any fitting station for parents to sit and observe the instrument demonstration and fitting. Once the session is concluded the student should walk to the parents' seating area and both the parents and child should vacate the area together.
11. No more than 2 seats should be available per student for parents, guardians, and siblings, and these seats must also be properly distanced. In some cases, the students' family may have to wait outside the school building. This expectation should be communicated in advance.
12. Clean and sanitize instruments/mouthpieces properly between each student.
13. Consider the use of wind instrument trial kits rather than actual instruments when conducting instrument demonstrations and fitting for potential band members. After each instrument fitting, the student should then place the mouthpiece in a tub of hot soapy water. A volunteer should take the mouthpiece out of the water, dry it and then spray it with a 70% isopropyl alcohol disinfectant and allow it to air dry.
14. Ensure social distancing is maintained between students as much as possible. This means that students must be separated by at least 6 feet in any small group setting.

Teachers should wear a mask if they need to approach the student within that 6-foot setting to facilitate the demonstration.

15. Provide hand sanitizer on site. Students and teachers should use hand sanitizer before and after each instrument fitting and/or demonstration. Encourage students to provide their own hand sanitizer to help get into the practice of bringing sanitizer to class.

If in person fitting is not feasible this can all be done virtually.

Step 1: Connect with incoming students. Compose welcome letter.

Step 2: Send links to the following for them to view on line:

<p style="text-align: center;">Be Part of the Music Demo videos: https://www.bepartofthemusic.org/bpotb/index.html</p> <p style="text-align: center;">United States Army Band Instrument demos: https://www.youtube.com/watch?v=CCTeSjpDsIs</p>

Step 3: Create an online Google questionnaire for incoming students to make instrument choices.

Step 4: Collect data, balance instrumentation.

Step 5: Respond to students and parents with BD suggested instrument choice based on balanced instrumentation considerations. Include information to parents for Mozingo Music contact, web address, printed materials, etc.

Blended/Synchronous or Asynchronous instruction.

Online instruction continues to evolve and improve. In many ways we all are first year teachers again! Learning to use and understanding best practices with online instruction is daunting at best. All of us will organize our teaching in various ways that are in line with our school and local health guidelines. Beginning in the fall all instruction will be some variation of **synchronous** instruction that is a mix of online and live interaction via Zoom/webinar, **blended** instruction including some face-to-face with a healthy mix online or **asynchronous**, online content with no interaction. Local policies will dictate each situation.

In some ways this pandemic is to our students what September 11, 2001, was to us. This is a stressful period for all of us including our students even though they may not know how to express it. We need to be mindful of their level of stress, assignment load of other classes and how this might impact the family especially with parents negotiating working from home and managing siblings also in school or the absence of day care. Some things to keep in mind as we develop online instruction:

- ✓ Communication is vital! Be sure to include parents.
- ✓ Keep online video segments brief. 15 minute maximum video presentation is recommended.
- ✓ Online lecture segments need to have the same 15 minute time frame when possible.
- ✓ All assignments are geared to your average student.
- ✓ “Don’t do something to just do something!!” Assignment must be relevant with well define learning goals in mind.
- ✓ Assignments should not burden the family. Keep it simple and user friendly.
- ✓ Use existing easy to use technology. Know and incorporate your school technology delivery and learning format.
- ✓ Keep all assignments and interactions positive and fun! Be encouraging! Understand that content delivery will be less with this learning structure. Consider weekly learning goals instead of daily goals. (Lang)

Flipped Band rehearsal example:

The Traditions of Excellence Method, Kjos Publications, lends itself to a blended and synchronous format very well. Let’s say I am introducing single paradiddle for percussion. Prior to your in person or online class meeting where you have targeted this concept/skill assign the video segment associated with that concept. Assign several lines for practice and assessment that incorporate this rudiment. During your follow up in person or virtual session you are able to assess this concept/skill and give formative feedback. This will work for the introduction of all concepts. This is basically a “Flipped Classroom” format. Many of you have already incorporated this means of instruction.

Obviously tone quality assessment due to technology will require leniency in terms of feedback.

Resource of Flipped Classroom:

That Flipping Band Director!

<https://thatflippingbanddirector.com/>

Flipgrid: <https://info.flipgrid.com/>