

Practicing Musician for K-12 Educators and Their Students

Request completely free training for your
district by emailing:

training@practicingmusician.com

Introduction to Practicing Musician

- Practicing Musician is a Social Purpose Corporation
- K-12 is our non-profit division
- Completely free for K-12 music programs, forever
- Read more in the [About Us](#) section of our website

Practicing Musician is a Social Purpose Corporation based in Seattle, Washington. Social Purpose Corporations are a hybrid between a for-profit and a non-profit company, and Practicing Musician for K-12 Educators and Their Students is our non-profit division.

All K-12 content created by our team and volunteers will be completely free for K-12 music programs forever. You can read more about Practicing Musician in the About Us section of our website.

Why Practicing Musician?

- Easy to get started
- Pre-made assignments
- Distribute assignments via LMS you already use
- Virtual
- In-person
- Support your teaching for years to come
- Completely free, forever

- We're easy to use
- We offer pre-made assignments, so that you don't have to reinvent the wheel
- You can distribute our pre-made assignments via the learning management system you already use
- This webinar will show you the features of Practicing Musician and give you some ideas for how to use Practicing Musician in your virtual lessons. These same resources can be used once you return to in-person teaching
- In other words, this resource is not only to get you through the pandemic, but to support your teaching for years to come.
- Oh yeah, and all K-12 content we create in-house or that our volunteers create will be completely free for K-12 music programs forever.

Problems Music Educators Faced in the Spring

- Create your own content and assignments
- Too many EdTech services = overwhelming
- Trouble holding students accountable
- Trouble engaging students

When schools closed in March, the Facebook group Music Educators Creating Online Learning grew to well over 40,000 educators in less than three months. Our team observed and felt your stress as you were required to move your classes online overnight. Through our observations, we came to the conclusion that your stress was caused by four major issues:

The first was that you had to create your own content and assignments, which is extremely time consuming - trust us, we know!

The second was that you had to learn how to use an overwhelming amount of new tech platforms.

The third was that you had trouble holding students accountable, in part because so many districts didn't require student accountability, but also because the tools available were not designed for remote or hybrid learning.

And the fourth was that you had trouble engaging students via video conference because ensemble performance is not possible virtually.

How Practicing Musician Can Help

- Over 2,000 video tutorials, sheet music, and assessment tools
- Distribute our tutorials, music, and assessment tools via the LMS you already use
- Standards-based assessment tools at every step of the asynchronous learning process
- 25+ synchronous learning best practices with accompanying standards-based assessments

The Practicing Musician team spent this summer working with a large team of volunteer music educators just like yourself to develop solutions to those four issues.

Before I explain the solution to content and assignment creation, I want to let those unfamiliar with Practicing Musician know that we already offer a library of well over 2,000 video tutorials taught by members of the Seattle Symphony, Pacific Northwest Ballet Orchestra, and other highly respected organizations. Tutorials are accompanied by notated music and assessment tools.

Our solution to quickly generate more tutorials, notated music, and assessment tools is to organize music educator efforts. Doing so will result in the creation of over 10,000 video tutorials with accompanying notated music and assessment tools this coming school year alone. During this webinar, I will reveal our comprehensive strategy to implement this solution.

Our solution to educators being overwhelmed by new technology was to integrate our tutorials, music, and assessment

tools into google slides, google sheets, and google docs. Doing so allows our content and assignments to be distributed via the learning management system you already know how to use. What that means is that for this coming school year, you and your students don't have to learn how to use any new software—not even ours!

Our solution for the educators who had trouble holding students accountable is that we integrated standards-based assessment tools at every step of the asynchronous learning process. What this means is that you can easily hold students accountable for the work they do at home!

And finally, our solution for educators who had trouble engaging students in the online setting was to develop 23 Synchronous Learning Best Practices, each with their own standards-based assessments, that allow you to engage and assess every student during every single video conference meeting. The number of Synchronous Learning Best Practices that we offer will grow throughout this school year and beyond.

Practicing Musician Can Be Used

In-person teaching aid

Flipped classroom

Hybrid

Remote

It's important to note that Practicing Musician has been extensively beta-tested as a teaching aid and as a tool to implement the flipped classroom methodology. We initially tested our service in five greater Seattle area K-12 music programs during the 2017-18 school year. Then, we spent an additional two years further developing our content and app, refining our implementation methodologies, and testing our service.

This is good for you, because the flipped classroom method is very similar to hybrid learning, which means Practicing Musician was actually designed to be the perfect tool for in-person, hybrid, and remote learning environments. What this means is that no matter how often your school district changes learning environments during this pandemic, Practicing Musician is there for you with very little modification in your teaching style and absolutely no technological learning curves necessary.

I'm going to give a brief explanation of how our service enhances in-person teaching, but we'll provide more detailed webinars about our in-person methodologies later. Right now, I know most of you signed up for this webinar to learn about how

our asynchronous tools and synchronous learning best practices can make your hybrid or remote learning experience less stressful. In fact, our tools and best practices very well may make your hybrid or remote learning experience **enjoyable**.

Practicing Musician as a Teaching Aid - One Device



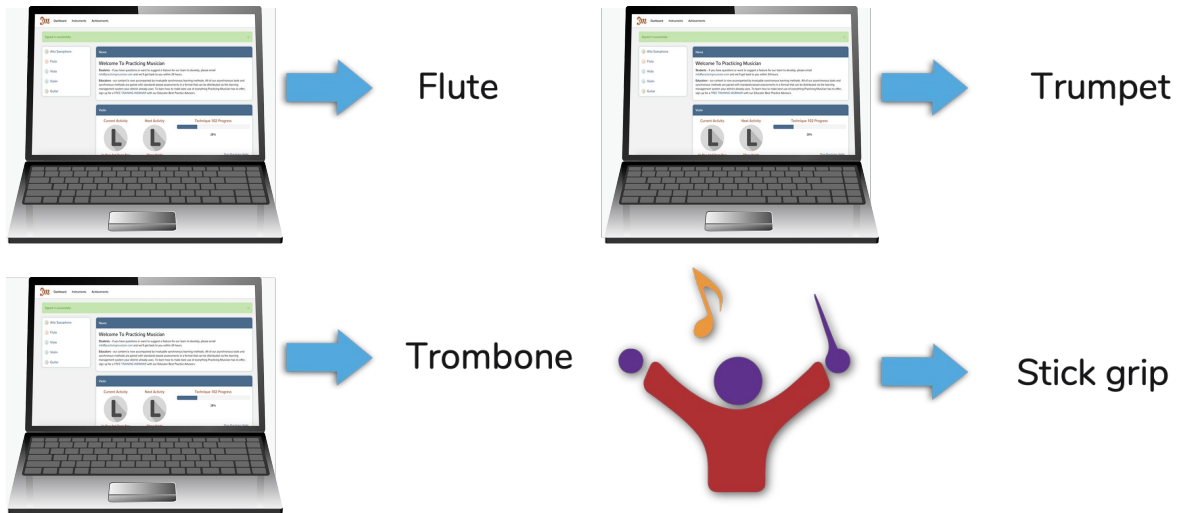
Percussion stick
grip



Trombone
embouchure

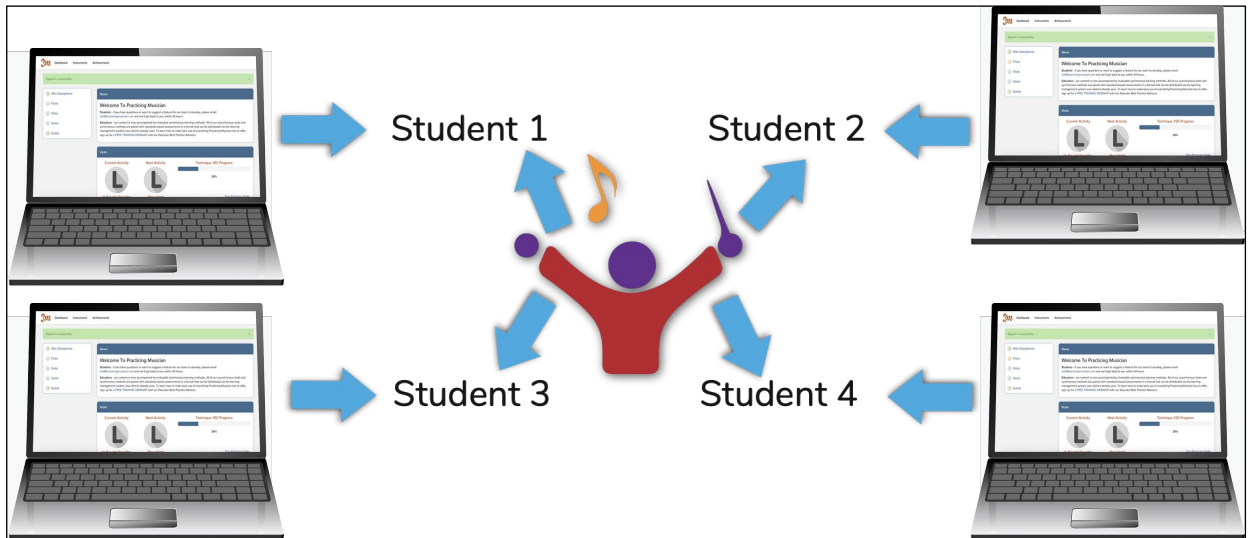
Practicing Musician's teaching aid methodology significantly accelerates student learning in your classroom. There are a few different methods for implementing Practicing Musician as a teaching aid, each of which is dependent on the number of devices in your classroom. For example, if you only have one device, trombones can watch the embouchure lesson while you teach stick grip to percussionists!

Practicing Musician as a Teaching Aid - A Few Devices



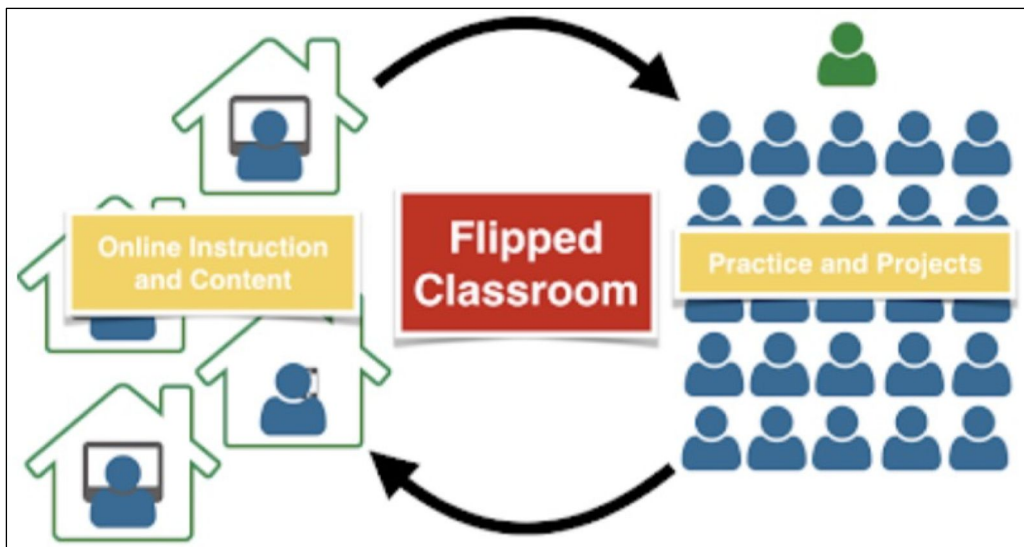
Or, if you have enough devices for every section, each section can watch instrument specific lessons. Our teachers model all concepts, which students mirror while you move between sections to provide feedback.

Practicing Musician as a Teaching Aid - Many Devices



If every student has a device in class, you can completely personalize learning while moving between individuals to provide personalized feedback to each student! No matter your device to student ratio, you can use Practicing Musician as a teaching aid to accelerate student learning.

The other method we've extensively tested is the flipped classroom.



For those who don't know, the flipped classroom is a model in which students are provided online content so that they can learn at home. By learning at home, students return to class prepared to work and receive feedback from their teacher.

Proponents of the flipped classroom model, such as Khan Academy's founder Salman Khan, have been testing the flipped classroom model on millions of students for well over a decade. What they have found is that the flipped classroom can actually be a **more** effective model for student learning than traditional educational models. Why? Because traditional education requires teachers to provide information during class time only to have students return home to work without the opportunity for feedback; unless, of course, their parent(s) understand the particular subject.

I want to reiterate that the reason I just provided you with the explanation about the practical in-person benefits of using Practicing Musician is to emphasize that this resource is not only useful to get you through the pandemic. We will support your teaching for years to come. Stay tuned for webinars about our

in-person methods.

I'll pause for a minute to answer brief questions about our in-person methods, then we'll look at Practicing Musician's asynchronous tools.

Asynchronous Learning Tools

- Video tutorials
- Questions
- Sheet music
- Standards-based assessment tools
- Packaged into Google Slides assignments

Beginning band and orchestra programs already have a full library of content for asynchronous learning. Hundreds of choir and general music educators requested that we create asynchronous tools for their classes as well, so we launched the Music Educator Online-Learning Project on July 19th of this year to organize efforts and crowdsource content from music educator volunteers. In the short period of time from July 19th until now, our growing team of educator volunteers has created a phenomenal amount of content. We will continue to create asynchronous content for intermediate and advanced band and orchestra as well as all levels of choir and general music programs. I'll show you our development and roll out plan at the end of this presentation.

All asynchronous tools created by Practicing Musician or educators like you will be free for use in K-12 music programs forever. For the sake of making your life easier this coming year, our team and educator volunteers like yourself have neatly packaged all of our asynchronous tools into well over one thousand Google Slides assignments.

Google Slides Assignments

Repeat Sign

Video URL:
[Repeat Sign](#)

Name: _____
Email: _____
School: _____
Class/Period: _____
Date: _____

Questions:

What do repeat signs mean in music?
Answer:

What song do you listen to at home with a section that repeats?
Answer:

Sheet Music URL:

N/A

[Student practice log](#)


This is what our Google Slides assignments look like. All asynchronous tools for teaching a single concept are neatly packaged into a single slide. We already have over 1,000 assignments for beginning concert band and orchestra, with well over 500 on their way within a month.

Every slide has space for a video, questions, sheet music, and a developmentally appropriate Student practice log. Let's go over each now.

Google Slides Assignments

Video tutorials so students can learn at home.



The **Video URL** field houses tutorials or performances for your students to watch.

When a student is signed into their Practicing Musician account and clicks the hyperlink in the **Video URL** field, a video tutorial automatically loads in a separate tab.

What's really important is that our video tutorials cover a single concept. Single concept tutorials makes it easy for educators to personalize student learning. Single concept tutorials are also short. In fact, ours are an average of 90 seconds, resulting in a higher rate of student information retention.

We chose an even shorter video to show you during this webinar for brevity's sake. (play video)

I'm sure you noticed that our founder is giving this lesson on **repeat signs**, and may be asking yourself, "I thought he said that members of the Seattle Symphony and Pacific Northwest Ballet Orchestra taught their lessons... is this a hoax?" No, it's not a hoax. The fact is, a repeat sign can be taught the same way for all instruments. When a concept is the same for all instruments, there's no reason to record it 14 times, which is how many

instruments we currently teach. It would be a waste of time. Instead, instrument specialists give the instrument specific lessons and one individual gives the general music theory lessons. This level of organization is one of the reasons that the Music Educator Online-Learning Project will be able to create so many videos in such a short period of time.

Now, for the free concert band and orchestra content we already offer, our sequence progresses through units starting with:

1. Picking out your instrument - which is great for parents
2. Getting to know your instrument
3. Technique 101
4. Rhythm 101
5. Pitch 101
6. Song Library 1
7. Pitch 102
8. Scales 101

So on and so forth.

Google Slides Assignments

Questions about the tutorial to hold students accountable for learning at home.

Questions:

What do repeat signs mean in music?

Answer:

What song do you listen to at home with a section that repeats?

Answer:

What song, if any, do you know that repeats the entire song?

Answer:

Beneath the **Video URL** field is a **Questions:** field to hold students accountable for learning at home. Most assignments have questions.

One question is strictly knowledge based with the answer provided by the teacher in the tutorial. On this slide about **repeat signs**, the question is simply, “What do repeat signs mean in music?”

One question is experiential based and requires the student to connect the knowledge from the tutorial to their own experience. In other words, the second question begets critical thinking, which in this case is “What song do you listen to at home with a section that repeats?”

The last question is optional and may or may not exist. We added one here as an example, which is, “What song, if any, do you know that repeats the entire song?”

By having educator volunteers add questions to Google Slides, you can instruct students to write their answer directly on the Slide and turn the entire slide into you. In addition, the questions fields are editable, so you can edit ours or add your own.

Google Slides Assignments

Sheet music to practice the concept taught in the video tutorial.

Sheet Music URL:

N/A

Beneath the **Questions:** field is a **Sheet Music URL** field with hyperlinks to sheet music hosted on our site. Sheet music on an assignment provides students with the opportunity to practice the concept taught in the video tutorial. You'll notice that there is no sheet music on the **Repeat Sign** assignment. When this happens, it's because there is another video tutorial for the student to watch before they practice. In this case, you may want to assign more than one Google Slide at a time for homework. Actually, because our tutorials cover only a single concept and are short, it's not out of the question to assign quite a few slides at a time for homework.

The Google Slide assignment after **Repeat Sign** is titled **Repeat The Beat**, which has an exercise with the same name.

Google Slides Assignments


Sheet music to practice the concept taught in the video tutorial.

[illegible][illegible]

When you click on the **Repeat The Beat** Sheet Music hyperlink, you see this: a super simple rhythmic exercise that allows beginning string players to practice arco and repeat signs without worrying about pitch. Because you haven't seen our curriculum, I feel the need to explain that **Playing Arco** is taught in **Technique 102**, the chapter immediately preceding **Rhythm 102** with the **Repeat Sign** lesson. We reduce the complexity inherent in students learning to use their bow for the first time by making this a strictly rhythmic exercise. Doing so allows them to fully focus on spatial awareness in their right arm movement.

Google Slides Assignments

Developmentally appropriate [practice logs](#) for student self-reflection.

		<i>This practice log can be used with any lesson at level 1. Students are asked to perform their assignment for at least three others and receive feedback using the following form. (adapted from Model Cornerstone Assessment Grade 5 Performing)</i>
Title of Lesson _____		
Elements of Music Word Bank		
Articulation/Diction Dynamics Form Pitch Rhythm Style Tempo Texture Timbre Time Signature		
ANALYZE: "I NOTICE"		
Look at the music, and list the expressive qualities and technical difficulties to which you need to pay attention as you practice such as elements of music, markings, and difficult rhythmic and melodic phrases.		
What should I pay attention to?		Why is this important to think about?
Measure	Element, Term, Symbol	

Finally, beneath the **Sheet Music URL** field, we include developmentally appropriate practice logs adapted from the Model Cornerstone Assessments for students to self-reflect while they practice at home. Again, when students click the link, they are forced to make a copy.

Here's the full [Student practice log level 1](#) (click link and go over major categories of the practice log)

Creating your own Google Slides assignments

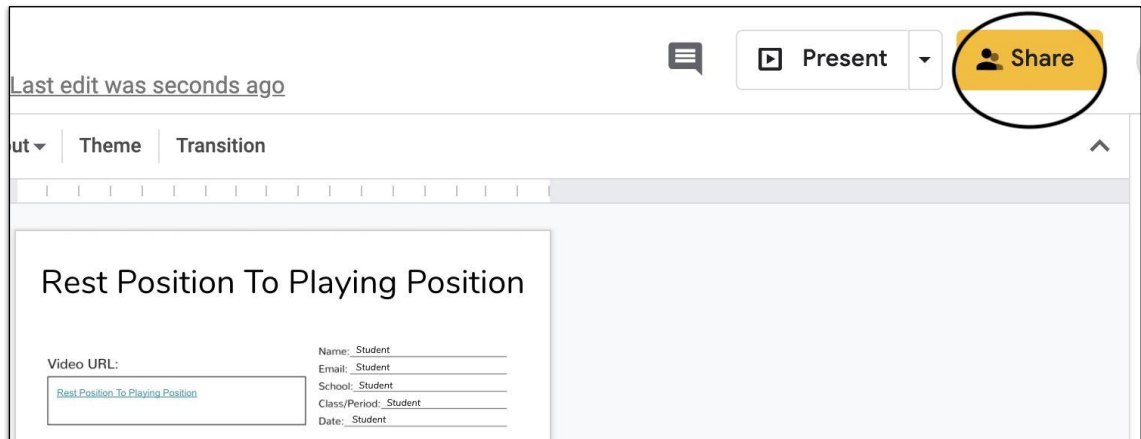
You can create your own assignments using Practicing Musician's lesson templates to supplement materials we offer. You can also create assignments for more advanced students. Our assignment templates have space for:

- Assignment title
- Video URL
- Questions/answers
- Sheet music URL
- Developmentally appropriate standards-based practice logs

You can also create your own Google Slides assignments using our templates, which can be a great way to supplement materials we already offer or create materials for choir, general music, and more advanced classes. Our templates have space for all of the materials I just listed.

Distributing Google Slides Assignments

Click **Share** on new Slides file.



You can share Google Slides files directly with students to allow them to write answers to questions directly on the slide. If you use Google Classrooms, share our assignments the same way you would share any other. If you use any other learning management system, click **Share** on the new Slides file.

Distributing Google Slides Assignments

Paste into email, message, or other form of communication used in your learning management system.

Replace “edit” (see black circle) with “copy”.

https://docs.google.com/presentation/d/1gAlARJAXmepe3Y8QOwm2X6fnEEt2TZ1JDI5K_5-CnRc/edit?usp=sharing

Paste the link into an email, word doc, Zoom chat, or any other form of communication that you use. Before you send the link, replace **edit** in the URL with **copy**.

Now whenever a student opens the document, they will be forced to make a copy and can edit their own slide without changing information for other students.

I'll pause for a minute to answer brief questions about our asynchronous tools, then we'll look at Practicing Musician's standards-based assessment tools and synchronous learning best practices.



Our Assessment Tools

Meet Dr. Frederick Burrack

- Co-chair - Model Cornerstone Assessments
- Applying Model Cornerstone Assessments in K–12 Music: A Research-Supported Approach
- Adapted the Model Cornerstone Assessments for Practicing Musician's synchronous and asynchronous tools

Our standards-based assessment tools such as the **Student practice logs** were adapted from the Model Cornerstone Assessments by none other than Dr. Frederick Burrack.

Dr. Burrack is the Director of Assessment and Distinguished Graduate Professor of Music at Kansas State University. He was co-chair of the researchers and teachers that developed the Model Cornerstone Assessment and the scoring rubrics for the National Standards for Music. He also co-authored the book entitled, *Applying Model Cornerstone Assessments in K–12 Music: A Research-Supported Approach*.

So as you can see, Dr. Burrack is essentially the expert in the United States standards-based music assessment.

Our Assessment Tools

1. [Customizable assessment rubric](#)
2. [Mindfulness assessment rubrics](#)
3. [Social-emotional learning rubrics](#)
4. [Student self-assessment worksheets and rubrics](#)
5. [Peer assessment worksheets](#)
6. [Teacher assessment rubrics](#)

If you need an assessment rubric or worksheet we don't offer and will share the assignment you're creating with all educators via Practicing Musician, email training@practicingmusician.com with the details about what you need and we may be able to create the assessment for you.

We already offer an extensive library of standards-based assessments that Dr. Burrack has adapted or created for the hybrid and remote learning environments.

If you need an assessment rubric or worksheet we don't offer and you will share the assignment or synchronous method you're creating with all music educators via Practicing Musician, email training@practicingmusician.com with the details about what you need and we may be able to create the assessment for you.

Synchronous Learning Best Practices

Synchronous learning best practices are divided into three main categories:

1. **Mindfulness methods**
2. **Social-emotional learning methods**
3. **Performance methods include:**
 - a. Performing at the same time
 - b. Performing individually
 - c. Composition call and response
 - d. Culminating performance
 - e. Combination for larger groups

Each method is accompanied by standards-based assessment tools created or adapted from the Model Cornerstone Assessment by Dr. Burrack.

Every single one of the assessment tools Dr. Burrack adapted from the Model Cornerstone Assessments or created specifically for Practicing Musician are currently paired with a growing library of **Synchronous Learning Best Practices**.

We already have 23 best practices with built in standards-based assessment tools divided into the categories you see on your screen. Let's briefly go over each category.

Mindfulness

In essence, music is a practice in mindfulness because we must be mindful of:

- Our breath
- Our thoughts
- Our body
- Our instrument
- Other musicians
- Our musical director
- The audience

Our mindfulness exercises include:

- Breath work
- Body scanning
- Body movement

In essence, playing a musical instrument and singing are both practices in mindfulness because we must be mindful of:

- Our breath
- Our thoughts
- Our body
- Our instrument
- Other musicians
- Our musical director
- The audience

By constantly relating each point listed above to the qualities of music we intend to bring into existence in any particular moment, we can develop a higher degree of musicality. Here's an abbreviated version of the **Body Scanning** Mindfulness exercise. I'm going to provide a verbal explanation now, but you don't have

to take notes because you will have access to 37 pages of step-by-step instructions on how to implement our growing library of synchronous learning best practices in the virtual environment:

1. Body scanning exercises teach students to become increasingly aware of what is happening within their body. With practice, body scanning can be done almost instantly, which can help students adjust their movement while they perform.
 - a. Instruct students to place their awareness on a specific body part that you choose.
 - i. Ask students what sensations they feel in that body part.
 1. There are no wrong answers. Typical answers may include itchiness, heat, coolness, buzzing, etc.
 - ii. Ask students if what they are feeling is on the surface of their skin or within their body.
 1. Direct student's attention to increasingly deeper layers of the body.
 2. Check in with students to determine how the sensations they feel change as their focus moves inwards.
 - iii. Ask students to move the specific body part.
 1. Ask for subtle movement.
 2. Ask for gross movement.
 - a. Assess students on their subtle and gross movements using the following Teacher scores body awareness rubric:
 - i. [Teacher scores body awareness](#)

The Teachers scores body awareness rubric I just showed you can easily be used virtually by viewing students in grid view and quickly assessment each student as they move as directed.

Social-Emotional Learning

Social-emotional learning (SEL) provides a foundation of safety upon which positive learning experiences for all students can be constructed, which is especially important for music students because music is:

- Collaborative
- Community building
- Emotional
- Creative
- Subjective

Social-emotional learning (SEL) provides a foundation of safety upon which positive learning experiences for all students can be constructed, which is especially important for music students because music is:

- Collaborative
- Community building
- Emotional
- Creative
- Subjective

By keeping each point listed above in mind at all times, we can create a safe and positive learning environment that allows all students to flourish yet still develop as individuals. Here's an abbreviated version of the **Connecting emotions to music** Social-emotional learning exercise:

1. Music is intrinsically linked to our emotions, which makes music the perfect tool to teach students to become increasingly conscious and aware of their emotions.
 - a. Play music that typically evokes a specific emotion.
 - i. Ask students how they feel when listening to a particular song.
 1. Is their response typical or atypical?
 - b. Ask beginning students, “how do you feel? Can you think of a song that evokes similar emotions?” when listening to each song.
 - c. Ask intermediate students the same questions, but add, “Why do you feel that way?”
 - d. Ask advanced students the same questions, but add “What musical qualities evoke the emotions?”
 - e. Assess students ability to respond to your questions in **1b-1d** using the following Connecting emotions to music rubric:
 - i. [Connecting emotions to music](#)

A great way to quickly implement this method is via our “crash the chat” method. Essentially, you will instruct every student to write their answer in the chat. Then, you will ask just a few students to verbally state their answer. In doing so, we can keep all students engaged without letting them sit idly by waiting for their turn to speak and assess their written answers after class finishes.

Performing individually—round robin

Make sure beginning students gradually progress towards playing or singing on their own in front of their peers using the following sequence:

- Clapping
- Babbling
- Speaking
- Humming
- Singing
- Scat singing
- Playing an instrument
- Playing while singing (mallet instruments)

Unmuting all students in an online environment is disastrous. However, you can mute all students so they can play or sing along to you or a single student brave enough to perform solo in front of their classmates.

Make sure beginning students gradually progress towards playing or singing on their own in front of their peers using the following sequence:

1. Clapping
2. Babbling
3. Speaking
4. Humming
5. Singing
6. Scat singing
7. Playing an instrument
8. Playing while singing (mallet instruments)

By gradually progressing through the sequence above, we can create the same safe and positive learning environment mentioned in the [Social-emotional learning](#) section. Doing so allows all students to flourish—even our more timid and reserved students.

We have about 20 performing methods in various categories, so I'm only going to provide a single abbreviated example from a single category, the **Round robin** method from the performing individually category.

1. Share music on screen or deliver music electronically.
2. Assign students specific measure(s) to perform. Here are two examples:
 - a. Assign 12 different students one measure in a 12 measure exercise.
 - b. Assign 6 different students two measures in a 12 measure exercise.
3. Unmute all students who are assigned measures.
4. Mute all students who are not assigned measures.
5. Instruct students to perform only the measure(s) assigned to them in the order they appear in the music.
6. Count off.
7. Latency will still be an issue, so acceptance of approximation will be required.
8. Assess the unmuted student using the following developmentally appropriate teacher scoring student performance rubric:
 - a. [Teacher scoring student performance level 1](#)
 - b. [Teacher scoring student performance level 2](#)
 - c. [Teacher scoring student performance level 3](#)

Using this method, you are holding students accountable for having practiced the music at home because they don't know which measure they'll be asked to play. You are also engaging all students, as they must listen to all students before them to come in at the right time (relative to lag times). And to top it all off, you have just assessed 6-12 students in one to two minutes!

Combinations for larger groups—round robin

- Engage every student at the same time
- Break students into different groups
 - Performing
 - Peer assessment
 - Self-assessment

It's important to note that we offer step-by-step instruction on how to use this method with larger groups as well, in our Standards—combination for larger groups section. Larger groups break students into different groups for peer assessment and self-assessment, which provides you with the opportunity assess students on the responding standard. This is how you can keep a larger group engaged through the round robin method I just explained.

1. Share music on screen or deliver music electronically.
2. Assign students specific measure(s) to perform. Here are two examples:
 - a. Assign 12 different students one measure in a 12 measure exercise.
 - b. Assign 6 different students two measures in a 12 measure song.

1. Unmute all students who are assigned measures.
2. Mute all students not assigned measures and break them into two groups:
 - a. Assign 50% of the muted students specific measure(s) to play or sing along with the unmuted students.
 - i. Instruct these students to self-reflect using one of the following developmentally appropriate Student practice logs:
 1. [Student practice log level 1](#)
 2. [Student practice log level 2](#)
 - b. Assign 50% of the muted students specific measure(s).
 - i. Instruct these students to assess the unmuted student assigned to the same measure(s) using one of the following developmentally appropriate Peer assessment worksheets:
 1. [Peer assessment worksheet level 1](#)
 2. [Peer assessment worksheet levels 2 & 3](#)
3. Count off the music.
4. Students perform or assess only the measure(s) assigned to them in the order they appear in the music.
5. Latency will still be an issue, so acceptance of approximation will be required.
6. Assess the unmuted student using one of the following developmentally appropriate teacher scoring student performance rubrics:
 - a. [Teacher scoring student performance level 1](#)
 - b. [Teacher scoring student performance level 2](#)
 - c. [Teacher scoring student performance level 3](#)
7. Rotate students through all roles for a single song and assess every student.
8. Compare practice logs, peer assessment worksheets, and

1. your performance rubric to determine how well students are able to respond to music.

We also provide step-by-step instructions on four Zoom breakout room adaptations for some of our methods with associated standards-based assessment tools.

Best Practices with Different Limitations

All content Practicing Musician offers to K-12 music programs is downloadable:

1. Export slides in .pdf format (our slides are size 8.5x11)
2. Export the Practice logs in .pdf format
3. Sheet music is currently downloadable
4. Working to make all videos downloadable as well

All content Practicing Musician offers to K-12 music programs is downloadable for students who do not have consistent or stable internet access at home.

- a. Students can export Google Slides in .pdf format to answer questions – we made our slides the standard printer paper size of 8.5x11.
- b. Students can export the Practice logs in .pdf format to assess their playing on a printed version.
- c. Practicing Musician sheet music is currently downloadable so that students can practice.
- d. Practicing Musician videos are downloadable so that students can learn.

I'll pause for a minute to answer brief questions about our standards-based assessment tools and synchronous learning best practices, then we'll look at your **Master Folder for K-12 Educators**.

If you haven't already received a link to your **Master Folder for K-12 Educators**, I'll put it in the chat now -

<https://drive.google.com/drive/folders/1NXJXtQtg-QqW3lqwx-afEVtsaDRjjMb5?usp=sharing>

Please note that if you haven't received a link to your **Master Folder for K-12 Educators**, you will also need to contact our admin teach for your student and educators codes by emailing adminteam@practicingmusician.com (put email in chat).

Google Drive Walkthrough

[Master Folder for K-12 Educators](#)

Name ↑	Owner	Last modified
 Choir Files	me	Aug 8, 2020 me
 Concert Band Files	me	Aug 8, 2020 me
 General Music Files	me	Aug 8, 2020 me
 Orchestra Files	me	Aug 8, 2020 me
 General Files - Updated 8/16 	me	3:56 PM me

First, open the **General Files** doc.

How this GENERAL FILES Document Works

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Then, click **How this General Files document works**.

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1. When we update our master files, the files connected to these links will automatically update.
2. We will inform you about updates to the master files:
 - a. By writing the date updated next to this document's title (**General Files - updated 8/16**) to make sure you check this document.
 - b. By writing the date updated next to a section in the **Table of Contents** above to indicate that a file within that section (or the instructions on how to use that section's files) has been updated.
 - c. By writing the date updated next to each of the file titles below to indicate which file has been updated within that section.
 - d. In the [Practicing Musician for Music Educators](#) Facebook group.

You can read this on your own time, I just want to impress a couple key points upon you.

1. When we update our master files, the files connected to the links in this document will automatically update. We will regularly update our files. To make sure you don't miss out on any amazing new materials that we offer in the future, will inform you about updates to our master files:
 - a. By writing the date updated next to this document's title (**General Files - updated 8/16**) to make sure you check this document.
 - b. By writing the date updated next to a section in the **Table of Contents** above to indicate that a file within that section (or the instructions on how to use that section's files) has been updated.
 - c. By writing the date updated next to each of the file titles below to indicate which file has been updated within that section.

- a. In the [Practicing Musician for Music Educators](#) Facebook group.

Now, scroll down to the next section, **Your general files.**

How this GENERAL FILES Document Works

Your general files

[\(Back to top\)](#)

[READ FIRST - Educators - updated 8/29](#)

-Your READ FIRST document takes you step-by-step through the process of finding and using the materials included in your Master Folder for K-12 Educators.

[Synchronous Learning Best Practices - updated 8/29](#)

-Your Synchronous Learning Best Practices document provides a list of comprehensive synchronous learning methodologies. Almost all methods have corresponding standards-based assessments that can be used in both online and in-person settings for all types of music programs.

Your general files includes two documents.

1. Your **READ FIRST** document provides step-by-step instructions on how to find the materials in you Master Folder for K-12 Educators, which is a more detailed set of instructions than we're going over right now. It also includes step-by-step instructions for using the materials, which is a more detailed set of instructions than we went over during the first half of this webinar. I suggest reading this document before any other documents within this folder.
2. Your **Synchronous Learning Best Practices** document currently hosts 23 step-by-step methods for teaching virtual classes. The relevant standards-based assessment tools are linked in the appropriate step for each method. We went over a few during the first half of this webinar, including one on mindfulness, social-emotional learning, performing individually, and a combination for larger groups.

How this GENERAL FILES Document Works

- Beginning band = December 1st
- Beginning orchestra = January 1st
- Intermediate band = March 1st
- Intermediate orchestra = April 1st
- Advanced band = May 1st
- Advanced orchestra = June 1st
- Choir = July 1st
- General music = testing next year

The next page includes an explanation about our **Production timeline** with links to illustrated versions of the milestones listed on this slide. I'll let you take a look at this on your own time to get a better idea of when new asynchronous materials will be available for you.

How this GENERAL FILES Document Works

Open the developmentally appropriate Practicing Musician Assignment Template doc, which will force you to make a copy.

5. Standards-based practice logs for student self-reflection, which also allows you to hold students accountable for asynchronous practice

To organize your efforts with hundreds of other music educators, join the [Music Educator Online-Learning Project](#). Or, use the following developmentally appropriate Templates:

[Practicing Musician Assignment Template Level 1](#)

[Practicing Musician Assignment Template Levels 2 and 3](#)

The next page hosts the assignment templates and general instructions we went over during the first half of this webinar. Links to developmentally appropriate student practice logs are already embedded on each template. If you would like to add another type of standards-based assessment tool to the assignment templates, or just use one of our assessment tools for any other purpose, scroll down to the next page.

How this GENERAL FILES Document Works

1. [Customizable assessment rubric](#)
2. [Mindfulness assessment rubrics](#)
3. [Social-emotional learning rubrics](#)
4. [Student self-assessment worksheets and rubrics](#)
5. [Peer assessment worksheets](#)
6. [Teacher assessment rubrics](#)







If you need an assessment rubric or worksheet we don't offer and will share the assignment you're creating with all educators via Practicing Musician, email training@practicingmusician.com with the details about what you need and we may be able to create the assessment for you.

All of your assessment tools are in this section. You've already seen a few, and I'll let you peruse the rest on your own.

For now, navigate back to your **Master Folder for K-12 Educators**.

Google Drive Walkthrough

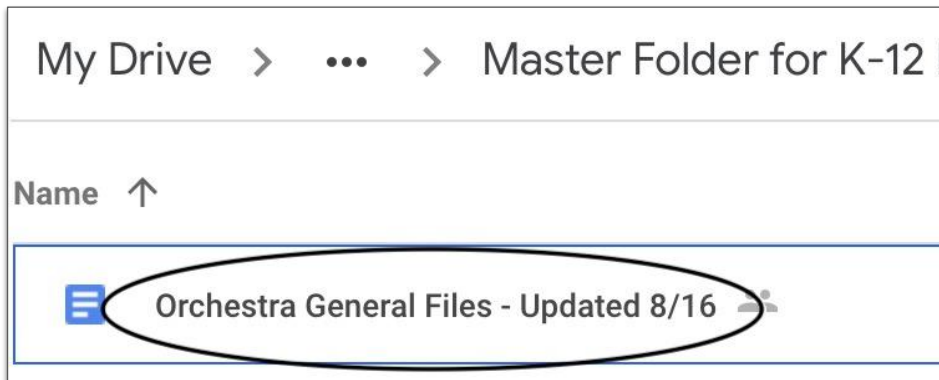
Open the **Orchestra Files** folder

Name ↑	Owner
 Choir Files	me
 Concert Band Files	me
 General Music Files	me
 Orchestra Files	me
 General Files - Updated 8/16 	me

The asynchronous materials we discussed in the first half of this webinar are available in each program specific folder. Keep in mind that we just started designing General Music and Choir asynchronous materials on July 19th. Until they're available, General Music and Choir directors will benefit from using all of the materials we just went over in your **General Files** document. Every program specific folder has a similar structure, so for now, just click on the **Orchestra Files** folder.

Google Drive Walkthrough

Open the **Orchestra General Files** doc.



Then, open the Orchestra General Files doc. The example on my screen says 8/16, but the file on your screen may say another date.

Google Drive Walkthrough

Orchestra General Files - Updated 8/16

Table of Contents

1. [How this Orchestra General Files document works](#)
2. [Your orchestra general files](#)
3. [Fundamentals of Music Mastery course outlines](#)
 - a. [Teacher's Edition - updated 8/23](#)
 - b. [Violin outline - updated 8/23](#)
 - c. [Viola outline - updated 8/23](#)
 - d. [Cello outline - updated 8/23](#)
 - e. [Upright Bass outline - updated 8/23](#)
4. [Google Slides assignments](#)
 - a. [Violin assignments - updated 8/23](#)

How this Orchestra General Files document works is almost identical to the **General Files** document we just walked through, and **Your orchestra general files** simply links you back to the **General Files** document. For that reason, we won't go over them again at this time.

With that in mind...

Google Drive Walkthrough

Orchestra General Files - Updated 8/16

Table of Contents

1. [How this Orchestra General Files document works](#)
2. [Your general files](#)
3. [Fundamentals of Music Mastery course outlines](#)
 - a. [Teacher's Edition - updated 8/23](#)
 - b. [Violin outline - updated 8/23](#)

Click on #3, Fundamentals of Music Mastery course outlines.

Google Drive Walkthrough

Fundamentals of Music Mastery course outlines

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Fundamentals of Music Mastery course outlines provide you and your students with a quick and easy way to view Practicing Musician's scope and sequence. Look up lessons and sheet music in your Fundamentals of Music Mastery Teacher's Edition, then search [Google Slides assignments](#) to distribute the instrument specific lessons and sheet music.

Fundamentals of Music Mastery course outlines provide you and your students with a quick and easy way to view Practicing Musician's scope and sequence. You will look up lessons and sheet music in your Fundamentals of Music Mastery Teacher's Edition, then search your Google Slides assignments to distribute the instrument specific lessons and sheet music.

Let's try it now.

Google Drive Walkthrough

Fundamentals of Music Mastery course outli

[\(Back to top\)](#)

Fundamentals of Music Mastery course outlines provide you and student a quick and easy way to navigate the video tutorials and sheet music provided on the Practicing Musician's site. By referencing the most up-to-date version of the Teacher's Edition, you can easily visualize the scope and sequence of the content we offer. The most up-to-date version of our Google Slides assignments.

[Teacher's Edition - updated 8/23](#)

Click on the **Teacher's Edition**.

Google Drive Walkthrough

Table of Contents

1. [Meet Your Teacher](#)
2. [Picking Out Your Instrument](#)
3. [Getting To Know Your Instrument](#)
4. [Technique 101](#)
5. [Rhythm 101](#)
6. [Pitch 101](#)
7. [Song Library 1](#)
8. [Pitch 102](#)
9. [Scales 101](#)
10. [Technique 102](#)
11. [Rhythm 102](#)
12. [Pitch 103](#)

Key

- Normal font = Video tutorial
- *Italicized and underlined font = sheet music*

You'll notice the cover is essentially a method book cover. That's because Practicing Musician is essentially an online method book, albeit with significantly enhanced materials. Scroll down to page 2. Take note of our simple **Key**, which explains that normal font indicates a video tutorial while italicized and underlined font indicates sheet music. I'll let you explore the entire current scope and sequence on your own.

Google Drive Walkthrough

Table of Contents

1. [Meet Your Teacher](#)
2. [Picking Out Your Instrument](#)
3. [Getting To Know Your Instrument](#)
4. [Technique 101](#)
5. [Rhythm 101](#)
6. [Pitch 101](#)
7. [Song Library 1](#)
8. [Pitch 102](#)
9. [Scales 101](#)
10. [Technique 102](#)
11. [Rhythm 102](#)
12. [Pitch 103](#)

Key

- Normal font = Video tutorial
- *Italicized and underlined font = sheet music*

For now, click on **#11, Rhythm 102**.

Google Drive Walkthrough

Rhythm 102

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- | | |
|--|--|
| 1. Repeat Sign | 11. <u>Frog And Tip A String</u> - vl, |
| 2. Repeat The Beat | vla, cl |
| 3. <u>Repeat The Beat</u> | a. <u>Frog And Tip G</u> |
| 4. Repeatedly Rest Assured | <u>String</u> - cb |
| 5. <u>Repeatedly Rest Assured</u> | 12. <u>The A String Beat</u> - vl, vla, cl |
| 6. Half Notes And Rests | a. <u>The G String Beat</u> - cb |
| 7. Frog And Tip D String | 13. Half's Calling |
| 8. <u>Frog And Tip D String</u> | 14. <u>Half's Calling</u> |
| 9. <u>The D String Beat</u> | 15. Slight Difference |
| 10. <u>Frog And Tip A String</u> - vl, | 16. <u>Slight Difference</u> |

Rhythm 102 provides the opportunity for students to practice playing arco, which they learned in the previous chapter - **Technique 102**. Students will also learn about and practice new rhythmic concepts such as **repeat sign** and **half notes and rests**.

The bold font on numbers 10, 11, and 12 mean that not all the instruments are learning or practicing the same concept. In this case, you will assign violinists, violists and cellists content that allow them to practice arco on **Open A** but assign upright bassists content to practice **Open G**.

For the sake of time, I'm only going to direct you to one assignment. Let's choose one that all instruments watch - **#1, Repeat Sign**.

Google Drive Walkthrough

Fundamentals of Music Mastery course outlines

[\(Back to top\)](#)

Fundamentals of Music Mastery course outlines provide you and students with a quick and easy way to navigate the video tutorials and sheet music provided on Practicing Musician's site. By referencing the most up-to-date version of the Teacher's Edition, you can easily visualize the scope and sequence of the content we offer in the most up-to-date version of our Google Slides assignments.

[Teacher's Edition - updated 8/23](#)

[Violin outline - updated 8/23](#)

[Viola outline - updated 8/23](#)

To find the assignment, go back to the **Orchestra General Files** doc and click (Back to top).

Google Drive Walkthrough

1. [How this Orchestra General Files document works](#)
2. [Your general files](#)
3. [Fundamentals of Music Mastery course outlines](#)
 - a. [Teacher's Edition - updated 8/23](#)
 - b. [Violin outline - updated 8/23](#)
 - c. [Viola outline - updated 8/23](#)
 - d. [Cello outline - updated 8/23](#)
 - e. [Upright Bass outline - updated 8/23](#)
4. [Google Slides assignments](#)
 - a. [Violin assignments - updated 8/23](#)
 - b. [Viola assignments - updated 8/23](#)
 - c. [Cello assignments - updated 8/23](#)

Then click **#4, Google Slides assignments**.

Google Drive Walkthrough

Google Slides assignments

[\(Back to top\)](#)

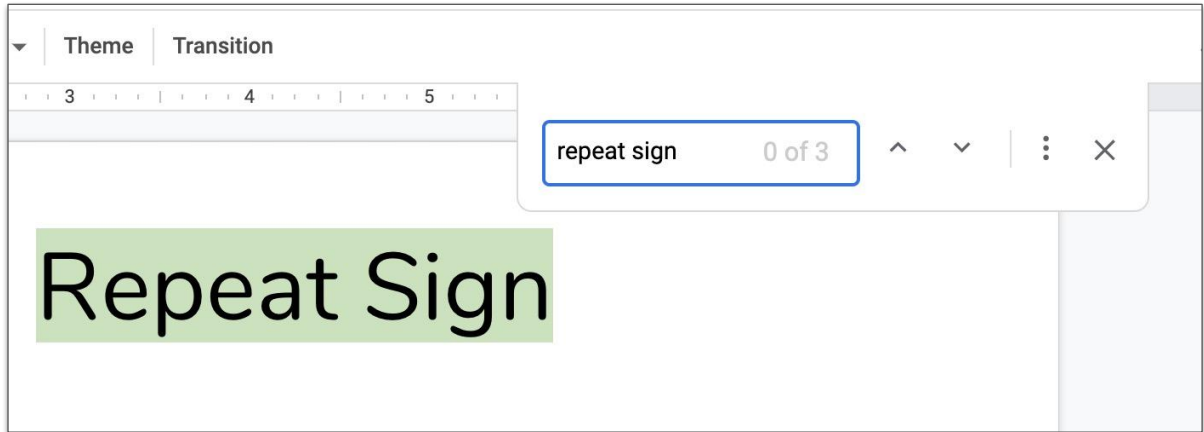
Google Slides assignments provide you with a quick and easy way to distribute the video tutorials and sheet music provided on Practicing Musician's site via the learning management system you already know how to use.

[Violin assignments - updated 8/23](#)

[Viola assignments- updated 8/23](#)

Click the **Violin assignments** link.

Google Drive Walkthrough

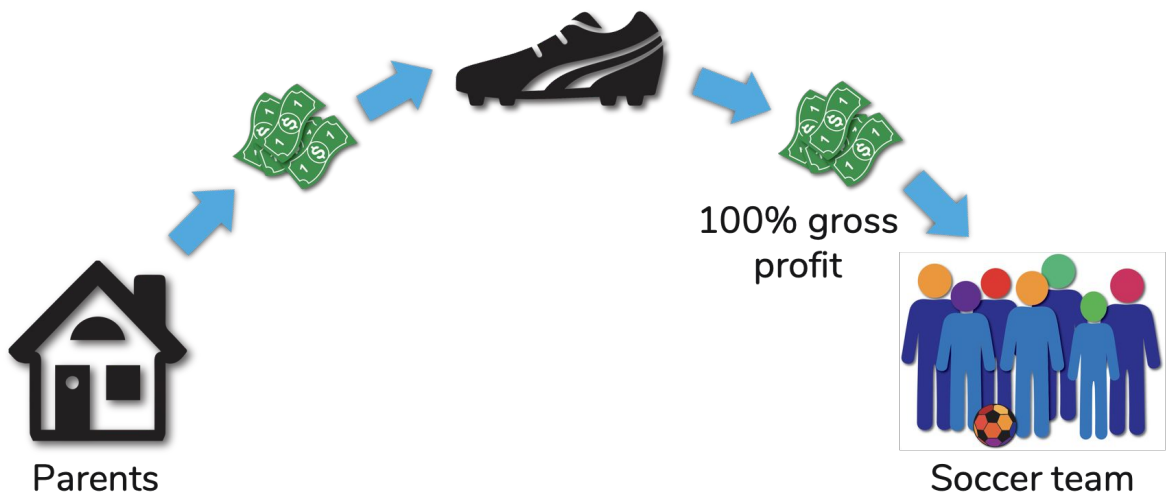


Search the document for **Repeat Sign** and you can now distribute the neatly packaged assignment to your violin section via the instructions we provided earlier. You will then repeat this for each instrument.

And that concludes the walkthrough of our materials. If you have any questions as you look through the materials more in-depth, email training@practicingmusician.com and we'll get back to you as soon as possible.

I'll pause for a minute to answer brief questions about your **Master Folder for K-12 Educators**, then I'll share a great fundraising opportunity before we end the webinar.

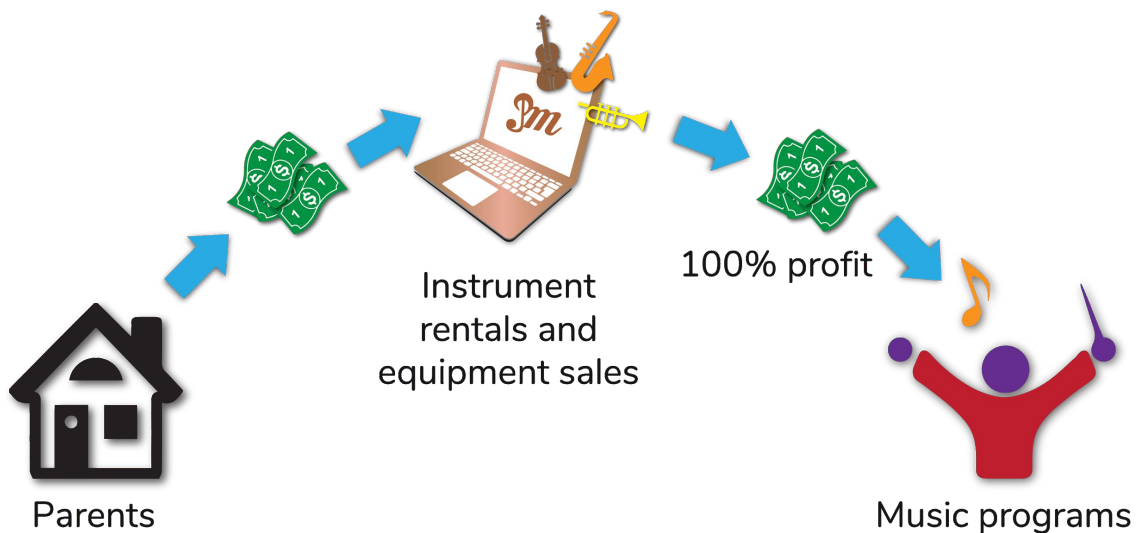
Nationwide Booster Club Fundraising Model



In addition to the educational tools we provide, Practicing Musician is taking a holistic approach to finding solutions for K-12 music programs. One of the problems a vast majority of K-12 music programs face is insufficient funding. That is, if a district offers in-school music education at all. Our nationwide booster club fundraising model was designed to provide supplemental funding to current music programs and create music programs in the 6-7% of districts that currently do not offer music classes.

Just like a booster club sells cleats to parents of soccer players to offset additional expenses associated with joining the school soccer team... (next slide)

Nationwide Booster Club Fundraising Model



Practicing Musician rents musical instruments and sells musical equipment to parents of music students and donates 100% of our profit to music programs.

At first, most funding generated will be granted to music programs through Give A Note Foundation. Our end goal is to grant some funding to music programs, dedicate some funding to creating completely new music programs in schools that currently do not offer music classes, and donate the rest directly to the school districts which the renter or purchaser is enrolled.

For example, if a parent of a student in the Seattle Public Schools rents a flute, the rest of the funding would be donated directly back to the Seattle Public Schools music budget.

You may be asking yourself, “will the funding amount to much?”

The answer is simply “yes.”

Imagine the cost of a rental multiplied by the number of students renting an instrument in the United States. Not all cost is profit, of course, and not all students would rent from Practicing Musician. But we can see that the number can grow very quickly.

If your district is interested in piloting this program by having funding donated directly back to your music budget, please email adminteam@practicingmusician.com. Districts in our pilot program will receive their donations twice per year - on January 1st and on July 1st.

Call to Action - Spread the Word!

1. Join [Practicing Musician for Music Educators](#) Facebook group
 - a. Community support group
2. Volunteer for specific roles by joining the [Music Educator Online-Learning Project](#)
3. Share this opportunity with our fellow music educators
 - a. [Practicing Musician for K-12 Educators and Their Students](#)
 - b. [Educator sign up form](#)
 - c. [Webinar sign up](#)

Don't forget to join the growing community of Practicing Musician team members and K-12 educators like yourself in the Facebook group Practicing Musician for Music Educators. We are your support team, and eventually you can help support new educators as well.

As for the Online-Learning Project, we will always need more volunteers. Our strategy is to reduce each individual's time commitment, but if we can get 1,000 educators to volunteer, which is only about 1% of the total number of music educators in the United States, each educator can put in 5-10 hours every few months and reap the benefits for life.

In addition, if you believe this resource will be helpful, please share this opportunity with our fellow music educators. Many are still unprepared, so our step-by-step process may be exactly what they need to feel comfortable teaching this year.

Finally, if you enjoyed this presentation and plan on using Practicing Musician this year, there is a copy of the presentation with annotations in the **Your general files** section of your **General Files** document entitled **Presentation for administrators**. Its

purpose is to advocate for Practicing Musician's use in your district.
At this time, I'd like to open the floor for any last questions.