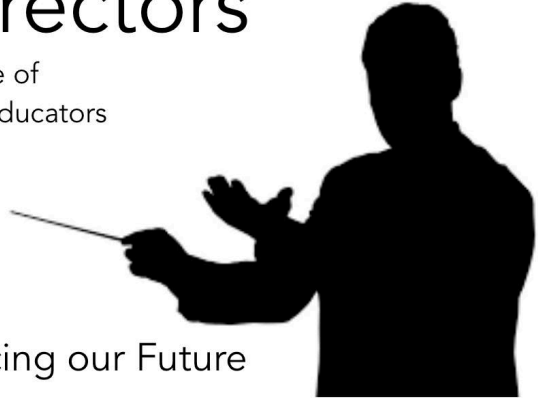


MN Band Directors

The Collective Voice of
900 Instrumental Music Educators
Est. 2015



Pride in our Past | Embracing our Future

Online Teaching Resources & Distance Learning Ideas for Band Directors

Created and Curated by [Bradley Mariska](#) (Farmington HS, Farmington MN)
With crowdsourcing from MN Band Directors and the BDG

Easy Link for Sharing: <https://tinyurl.com/BandELearning>

In the midst of the COVID-19 coronavirus pandemic, many band directors and music educators are faced with the reality of long-term suspension of face-to-face classes, rehearsals, and lessons. To help both teachers and students continue progress on instrument technique, music theory, and other related music skills, I have developed a list of resources to help teachers learn about the wealth of online resources and distance learning projects that already exist to music educators worldwide! Please use (*and share!*) this document to help your colleagues and students to grow as musicians even though we cannot currently have face-to-face rehearsals.

I am very proud of the wealth of resources in this document, however, no single teacher should attempt to use all (or even most) of these resources. Keep things simple for you and your students, and do what works best for your program and your school. This is not a competition to see who can use the greatest number of resources, nor should you compare yourself to the 'cool' or innovative things you're seeing online. Take a deep breath - and take a look at the last page of this document for further justification of what to do (and what NOT to do).

If you'd like to submit additional content or edits to this document, please email me at bmariska@farmington.k12.mn.us or [add a comment](#). I would LOVE to feature additional resources and ideas crowdsourced by band directors from every corner of our nation - and the world!

Finally, it is my hope that this document will continue to be a useful and meaningful resource for educators well beyond the social distancing of the coronavirus pandemic. May we all grow as teachers and find new and novel ways of connecting with our students - and the world! -Brad

COMMENTING IS ON! IF YOU'D LIKE TO ADD OR EDIT, PLEASE LEAVE A COMMENT!

GETTING STARTED

GETTING STARTED – APPROACH AND PHILOSOPHY

“MY PLAN FOR DISTANCE BAND” BY CARL HOLMQUIST	ONLINE LESSON DELIVERY BY BEN BUSSEY	“ONLINE TEACHING FOR THE NON-ONLINE TEACHER” FREE WEBINAR FROM JAZZ EDUCATION NETWORK
Bridging the Gap: Teaching and Learning Music Online Free Webinar presented by NAMM Foundation and NAFME	“Teaching Music in an Online World” WITH JOHN MLYNCZAK	A special message to students from Dr. Tim Lautzenheiser
eLearning Thoughts for Band Directors Scott Cambell and MN Band Directors		

GETTING STARTED – LISTS OF RESOURCES

WMEA online resources	K-12 Resources for Music Educators	WMEA & WSMA DIGITAL LEARNING PLATFORM Lesson planning template
MTNA online resources	Resources for Distance Fine Arts Education: A Google Slideshow	RESOURCES FOR CHORAL DIRECTORS AND CHOIR
Resources for Teaching Music and Audio Production Online By Eric Honour, Jeff Kaiser, and Michael James Olson	Ultimate Free Music Tech Resources eBook – free download	Resources for Remote Learning in Band By Keith Ozsvath



FACEBOOK GROUPS – NETWORKING & PROFESSIONAL DEVELOPMENT



“Music Educators Creating Online Learning”	“Beginning Band Engagement”
“Teaching during COVID-19”	“Band Directors” (aka “BDG”)
“Google Classroom for Music Teachers”	“E-Learning in Music Education”
“Microsoft TEAMS for Music Educators”	“Higher Ed Music Lessons in the Time of COVID-19”

RESOURCES FOR YOU AND YOUR STUDENTS

THEORY AND COMPOSITION RESOURCES

MUSICTHEORY.NET Always free! Interactive! TUTORIAL FOR CREATING/GRADING ASSIGNMENTS	MUSICTHEORYEXAMPLES.COM Free! MUSICTHEORYEXAMPLES BYWOMEN.COM Also free!	MUSICTECHTEACHER.COM Music activities and games (requires flash)
CORRIDOR MUSIC THEORY	Flat.io Google notation software	MUSESCORE.COM Free music notation software
NOTEFLIGHT music notation website Noteflight Learn free to all schools until June 30	BLANK SHEET MUSIC Staff paper for students!	8NOTES.COM More music theory, in well-organized lessons

MOST POPULAR CURRICULUM/ASSESSMENT PLATFORMS

 SMARTMUSIC View their complete webinar Short Teacher Tutorial Student Login Guide	 SIGHT READING FACTORY How to use SRF for Distance Learning How to create an assignment	 FLIPGRID Video submission tool with great features! Tutorial
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VIDEO CHAT AND VIDEO CONFERENCING APPS

[The Pros and Cons of the major players:](#)
[Zoom, Skype, Hangouts Meet, Facetime, WhereBy, Jitsi, etc.](#)



Free, web-based screen
Recorder



Free, web-based screen
Recorder



Student driven digital
portfolios and simple parent
communication

AFFORDABLE SOFTWARE FOR PRODUCERS AND MUSICIANS

by Justin Leo Kennedy Gabe Spivey

BRASS RESOURCES

DAILY BRASS WARM-UP LIVESTREAM

Jupiter Artist Harry Watters hosts a daily warm-up focusing on the fundamentals for brass musicians of all levels. Lasts for about 20 minutes, [will be archived on his YouTube Channel](#) for viewing anytime!

TEACHING TROMBONE ONLINE

BY RICHARD HUMAN / TROMBONE.ORG

STUDENTBRASS.COM

Warm-ups and practice pieces (including backing tracks) for beginners

PERCUSSION RESOURCES

DAILY PERCUSSION WARMUPS

BY STEVEN GRAVES

PERCUSSION HOME STUDY PACKET

(COURTESY OF C. ALAN)

FREEDRUMLINEMUSIC.COM

Warm-ups, grooves, and cadences

STICKSONSTICKS.COM -

Resources, activities, and videos for BEGINNER percussionists

VIC FIRTH

[Rudiment instructional videos, play-along tracks, and more](#)

BUCKET DRUMMING

For both percussionists and non-percussionists (and a great option for students who don't have access to their instrument)
Courtesy of David Birrow

JAZZ RESOURCES

JEFF ANTONIUK VIDEO TUTORIALS

[Youtube channel that include pdf's](#)
over 100 lessons in improv

LEARN JAZZ STANDARDS

[video series on YouTube](#)
Play-alongs, ear training, theory, and more!

JAZZ LIVE APP

(in your app store)
from Jazz at Lincoln Center
(Also check out their [Jazz Academy](#))

Suggested Solos for Young Jazz Musicians to Transcribe

iRealPro app

The app that jazz teachers and pro musicians use. For serious students. (\$13.99)

RECRUITING / INSTRUMENT SELECTION FOR BEGINNER BAND		
<u>Instrument Demo Video from the Army Field Band</u> (outstanding but long)	<u>"Be Part of the Band"</u> Instrument Demo Video	<u>"Be Part of the Band"</u> Main Video with Scott Lang
<u>Beginner Band Rap!</u>	<u>A Practical Guide for Recruitment & Retention</u> (NAMM Foundation)	<u>Fun With Recorder!</u>

GENERAL RESOURCES

[PRIVATE TEACHERS OFFERING ONLINE LESSONS](#) - Teachers in Minnesota, but willing to teach online lessons regardless of location

[CALENDLY.COM](#) - Calendar/scheduling app. Fully integrates with Google Calendar and Zoom for easy, safe "check-ins". Similar to SignUpGenius, but better!

[MACPHAIL CENTER FOR MUSIC](#) AND ["MACPHAIL@HOME"](#) - Free online music instruction for K-12 students. Master classes, private lessons, and more.

COVID-19 MUSIC SCHEDULE (STUDENT CREATED!) ([Alternate link for those without access](#))

ZOOM - free access! Video conferencing technology for teaching lessons & sectionals. ([User guide](#))

A CAPELLA ("multi-track" video app, as made famous by [a capella singers on YouTube](#))

PLAYPOSIT.COM - Great resource for distance learning - add questions/voice overlay to YouTube videos (use as assessments or just for fun - integrates with Google Classroom, Schoology, etc.)

- tutorial: <https://knowledge.playposit.com/category/43-video-tutorials>

SyncTube - [Watch YouTube Videos together](#) ("watch parties!")

BAND DIRECTOR YOUTUBE PLAYLISTS (Courtesy of Nathan McAmis)

[MULTI-TRACK EDITING 101](#)

["TODAY'S MUSIC LESSON"](#) FROM CLASSICAL MPR

Create "Flipped Classroom" video lessons (Basic techniques and theory concepts: enharmonics, pentachords/scales/arpeggios, long tones, lip slurs, trills, etc.)

- Resource: ["That Flipping Band Director"](#) (Marianne C. White)
- Resource: ["How to Flip Your Classroom"](#) (Meghan Cabral)
- Free Tech: www.Screencastify.com (very simple/basic) and www.loom.com (a few additional features)

Mrs. Miracle's Music Room - [Ideas for Online Learning Blog](#)

Excelcia Music Publishing is offering [free, on-line “Meet the Composer” lessons](#)

- Participating composers so far include Amy Riebs Mills, Brooke Pierson, Bruce Tippet, Carol Brittin Chambers, Ed Kiefer, Jason Nitsch, Jason Taurins, John Pasternak, Jon Bubbett, Larry Clark, Laura Estes, Matthew Putnam, Peter Sciaino, Steven Rosenhaus, Tyler Arcari & Valerie Laney-Rowe
- Other composers have also offered this or other services (Jack Stamp, Randall Standridge, etc.)

FREE Online Composition websites:

- <https://flat.io/>
- <https://musiclab.chromeexperiments.com/Experiments>
 - It's more games and activities than a traditional composition website

Dr. Beat Metronome – Available as a Google Chrome extension!!!

[AUDITIONSOLOS.COM](#) by Brad Edwards – Free etudes/audition solos of various difficulty levels for every woodwind and brass instrument. Include recordings of solo parts (for all) and piano accompaniment tracks (for most) available for purchase.

[FREE MUSIC FROM JDW SHEET MUSIC](#) – Warm-up exercises and duets for woodwind and brass instruments

CURRICULUM for [Sound Production class](#) (courtesy of Sarah Minette)

EXEMPLARY MUSIC/VIDEO LIBRARIES	
Berlin Philharmonic's Digital Concert Hall Currently free to everyone! St. Paul Chamber Orchestra	US ARMY FIELD BAND VIDEO LIBRARY Including a series of upcoming virtual concerts THE MARINE BAND HAS TONS OF VIDEOS
MUSIC MUSEUMS	
LIST OF MUSIC MUSEUMS Free Virtual Tours	Musical Instrument Museum Virtual Tour

Easy Link for Sharing: <https://tinyurl.com/BandELearning>

Keep scrolling... there's more...

SAMPLE PROJECTS/ASSIGNMENTS

NEARLY 100 DISTANCE LEARNING MUSIC ACTIVITIES/ASSIGNMENTS - [Courtesy of Hampton \(VA\) City Schools](#)

PERSONAL PERFORMANCE PROJECTS - [Students play their instrument to make the world a better place](#)

"LET'S GET CREATIVE" ASSIGNMENT - [create art, music, dance, etc. based on a band piece](#)

"MUSIC IN OUR LIVES" - [Phone or video interview a grandparent \(or any adult over 60\) about music & its role in their life](#)

WRITING PROGRAM NOTES - [sample assignment](#)

MUSIC YOU CAN'T LIVE WITHOUT ([MASTERWORKS FLOW CHART](#))

READING RHYTHMS - SAMPLE ASSIGNMENTS

- [EXAMPLE ONE](#)
- [EXAMPLE TWO](#)

ENCOURAGING HOME PRACTICE: [PRACTICE TIPS HERE](#)

- Play for parents (live 'mini-concert')
- Call/Skype grandparents or elderly neighbors to give a virtual recital
- [Teach an adult or sibling how to play your instrument](#) (this could be a long-term project!)
- Band Karate is a great project and self-motivating for students who might not have lessons for a while ([more info here](#))

[Virtual Choir](#) (for band?) and [Editing advice](#) by Christopher Bill's Multitrack Editing

MUSIC SELF-DIRECTED [LEARNING BOARD/CHART](#)

HS BAND [VIRTUAL LEARNING PRACTICE SCHEDULE](#)

FREE [GARAGEBAND ASSIGNMENTS](#) AND PROJECT IDEAS

- Also check out sites like [BandLab](#), which is web-based and not Apple-exclusive ([Webinar](#))

[BANDO!](#)

INSTRUMENT CLEANING/CARE:

- [Woodwind VIDEO](#)
- [Brass VIDEO](#)
 - Horn "[Spit Trick](#)" video
- [BRASS CHECKLIST](#)
- [Instrument Cleaning Playlist](#)
- "[My Instrument Doesn't Work!](#)"

- [Sanitizing/Sterilizing your instrument](#)

SAMPLE [JAZZ BAND LESSON IDEA](#) (Courtesy of Kirk Hickman)

JAZZ [LISTENING GUIDE](#)

- RELATED: JAZZ [LISTENING JOURNAL](#)
- RELATED: ANOTHER [JAZZ JOURNAL OPTION](#) (more reflective)

["DESIGN YOUR OWN BAND CONCERT"](#) LESSON

FUN/CREATIVE IDEAS

- **Create YouTube playlists** ([Check these out!](#))
- **Make a [carrot clarinet](#) ([it works!](#)) or other homemade instrument** (check Pinterest and YouTube for lots of ideas)
- **Band Meme Contest**
- [Film Score Analysis](#)
- ["Composing During a Pandemic"](#) by Brian Balmages
- **Online conducting lessons/tutorials** with students
 - the video 'lag' problem prevents us from having large sectionals or rehearsals, but you could teach conducting styles and patterns. Kids love this and it will make them watch you better when we do go back to school
- **'March Music Madness'** listening activity! Have kids listen to some great band literature by selecting a handful of pieces they might not have heard and putting them in a bracket. Have students listen to two per day and vote on which they like better, and see what piece ends up winning in the end!
 - [Here's a link to the bracket template!](#) Pick whatever pieces you would like, but there are some in the bracket already! There are several bracket sizes at the bottom of the doc, so use whichever size best fits what you are going for!
 - [Variation, using Google Forms](#)

WATCH/EVALUATE TED TALKS RELATED TO MUSIC EDUCATION

- Richard Gill - [The Value of Music Education](#)
- Anita Collins - [What If Every Child Had Access to Music Education From Birth?](#)
- [How Playing an Instrument Benefits Your Brain](#) (SHORT!)
- Benjamin Zander - [The Transformative Power of Classical Music](#)
- Mark Ronson - [How Sampling Transformed Music](#)
- [Why We Love Repetition in Music](#) (SHORT!)
- [How to Practice Effectively... for just about anything](#) (SHORT!)
- [BIG LIST OF MANY MORE!](#)

Keep Scrolling...

Easy Link for Sharing: <https://tinyurl.com/BandELearning>

As we move into uncharted territory, I am writing myself some reminders that I know I'll need in the weeks ahead.

My students didn't sign up for a semester of online learning. I need to be patient and extend moments of grace throughout this experience.

Likewise, I didn't sign up for a semester of online teaching. I need to be equally patient with myself in this journey.

Developing online classes normally takes months(+) of thought and preparation. Given the short preparation window, I need to remember that perfection is not a reasonable expectation.

I must accept that the classes I teach will not (cannot) be the same. I need to rethink WHAT and HOW and WHEN, recognizing that the rules have changed from when my learning outcomes (WHY) were originally developed.























I need to remember that teaching and learning should be fun and engaging. I cannot allow online experiences to be reduced to meaningless busywork.

This experience will be time-intensive - both in terms of planning and implementing. I need to be respectful of the extra time that students will need to be successful during this time of transition into an online learning environment, and I need to take time for myself throughout the journey.

I need to be mindful of how quickly email inboxes can be filled under normal circumstances. Now, more than ever, I will need to be judicious and concise - for the sake of all (students, faculty, staff - and myself).

I need to remember that human connections are critical. I need to find opportunities to connect with students and colleagues in authentic and meaningful ways.

I need to recognize that I am not on this journey alone. There are people and resources out there - we can make our jobs easier by sharing and supporting one another.

Do This 	Not That 
 Asynchronous learning Teachers create learning experiences for students to work at their own pace and take time to absorb content	 Synchronous learning Teachers and students meet online in real time through videoconferencing or live chatting
 Less is more Assignments likely take twice as long to complete at home because of different factors; prioritize and be realistic	 Being unrealistic Assign "class work" and "homework" every day and request students to complete according to short timelines
 Give explicit instructions Outline deliberate instructions and specify the length of time to complete the session of learning	 Being unclear and vague Communicate in lengthy paragraphs with instructions that may be difficult to follow or tasks that are overly vague
 Specify expectations Specify task requirements and length clearly (e.g. 2 minute audio recording with a bulleted checklist)	 Being too open-ended Assign tasks that are too open ended (e.g. make a video about the moon; write an essay about pollution)
 Be empathetic Assign a reasonable workload; encourage students to balance online with offline and connect with one another	 Be overly task-oriented Assign online classwork followed by extra homework without a clear focus on student wellbeing
 Communicate consistently All instructions and assignments must be communicated via ManageBac, our online hub	 Mixed communication Use multiple platforms inconsistently (e.g. email followed by Google Classroom w/ MB submission)
 Be online for 'office hours' Be online during office hours to provide support, answer questions, or clarify confusion via a system .	 Stand by at all times Respond to every email right away and leave no break for yourself (unless it's urgent, it can wait until office hours)
 Seek student feedback Seek student feedback about their workload, emotional state, learning preferences, and learning pace	 Use the same approach Teach in a way that does not give students voice and/or choice, leaving them feeling overwhelmed
 Boost learning retention Curate multimedia materials to boost learning retention and use digital tools to create interactive lessons	 Try new & unused tools Trying new tools that you've never used may lead to technological difficulties and increase challenge
 Identify lesson objectives Be intentional and identify clear learning objectives and assessment outcomes (formative and summative)	 Give random activities Keep students busy doing online activities and do not think about the lesson objectives and assessments

-Paul Budde, Director of Music Education, University of Wisconsin River Falls (WMEA President-Elect)