String Teacher Resources for 2020

The purpose of this document is to organize and share ideas/resources for public school string teachers. Although the main focus is teaching in the time of COVID-19, this document is also meant to encourage collaboration among string teachers in an effort to establish and strengthen our sense of community and better serve our students.

This is by no means an exhaustive list; additions are welcome! If you have materials to add or questions/concerns about the materials listed below, please contact Caitlin Shroyer at cshroyer@westex.org or orchestra@njsma.com

- Successful lesson-planning ideas from Spring 2020
  - Orchestra Choice Board
    - Offers diverse assignments giving students choice in how they respond to musical concepts
    - Includes assignments on and off the instrument
  - Masterclass
    - Individuals perform for one another and receive feedback from the teacher
    - Students in the class respond to prompts in a Google Doc while watching their peers perform
    - Opportunities for clinicians who might otherwise be unable to travel to your school
  - Individual Practice Management
    - Developing student autonomy in the practice room
    - Students can choose their repertoire to learn about effective practice strategies and reflect on their progress
    - Practice Journal Template
  - Individual and small group lessons
    - Sign Up Genius for scheduling
    - Teacher plays while students are on mute, take turns unmuting
      - Practice mutes can be used for circumstances where students playing at home causes trouble for families
    - Share screen to notate in or refer to the score
    - Zoom
      - By default, Zoom will prioritize speech over music
      - "Enable Original Sound" will optimize for instruments (stops prioritizing speech over music)
      - Hosts and participants will need to enable original sound
        - This option is found in Settings>Audio>Advanced
      - Improve Your Zoom Experience - Jeff Francis
      - How to Use Breakout Rooms in Zoom for Teaching and Learning
      - Use your phone as a doc camera
      - If writing on a whiteboard, you must unselect the "Mirror my video" option in Video Settings
    - Google Hangouts
      - Less audio options, but integrated with Google Classroom
  - FlipGrid

- ■ Call-and-response activities/warm-ups
- ■ Quick playing tests (such as method book exercises or scales)
- ■ Verbal response to a musical performance
- ○ Music Learning Software
  - ■ [Music First](#) (includes several programs and a library of theory/history lesson plans)
  - ■ [Sight Reading Factory](#)
  - ■ [Soundtrap](#) (similar to GarageBand, but students can collaborate on the same project)
  - ■ [Noteflight](#)
  - ■ [Smart Music](#)
  - ■ [Essential Elements Interactive](#) - requires sign-in using ISBN from teacher's manual
  - ■ [String Basics Interactive Practice Studio](#) - requires user license located on the back cover of the method book
  - ■ [Sound Innovations Online](#)

- ● Planning for Fall 2020
  - ○ Logistics for in-person learning
    - ■ Tape off areas for students to sit and store their materials during class
      - ● Determine the maximum capacity of your classroom before in-person instruction begins ([Social Distancing Room Space Calculator](#))
      - ● Set up students perpendicular to airflow
      - ● Air Change Rate (higher rate equals faster turnaround time)
        - ○ Open windows
        - ○ Portable air change systems or filtration systems
        - ○ Keep air flowing through the room to exit the space
          - ■ Plexiglass is not recommended (meant for close contact situations)
    - ■ Establish one-way movement throughout the room (tape arrows on the floor)
    - ■ Send small groups to instrument storage lockers or consider not using lockers if possible
    - ■ Attach rosin or tuners (korg-style) to the wall
    - ■ No sharing of folders, sheet music, or music stands
      - ● Consider asking students to use their own wire stand
    - ■ Have students wash their hands before and after playing their instrument
    - ■ [Instrument Cleaning Tips - ASTA](#)
    - ■ [Procedure for Handling of Instruments](#) - Anna Radspinner
    - ■ [Instrument Check-up](#)
  - ○ Performances:
    - ■ Live-stream (obtain proper permission from publisher)
    - ■ Stagger performance times for each ensemble to allow for physically-distanced audience
    - ■ Outdoor performances
    - ■ Perform for adjudicator instead of audience
  - ○ Community building activities
    - ■ Sense of community is why students stay in the orchestra program
    - ■ Listening and response activities
    - ■ Leadership opportunities for students
    - ■ Allow students to contribute to the learning environment
      - ● Meme/artwork in physical classroom or posted to online classroom

- - - - ○ Student artwork: The Orcatstra Class Pets
    - ○ Student artwork: Beethoven in the Year 2020
  - ■ Virtual ensembles or "relay-style" (melody only)
  - ■ Zoom sectionals
  - ■ SEL lessons
    - ● Music Education and Social Emotional Learning - Scott N. Edgar (NAfME)
      - ○ Music Education and Social Emotional Learning - Student Workbook - Scott N. Edgar (GIA Publications)
    - ● A Guide to the Core SEL Competencies - Cap Aguilar and Clarissa Bridges (Panorama Education)
    - ● Leveraging the Power of SEL as You Prepare to Reopen and Renew Your School Community - CASEL
    - ● SEL Arts
  - ■ Composition commissions
  - ■ Collaborate with band/choir and have students teach one another about their instrument
  - ■ Student mentorship program
  - ■ 8 Strategies for Building Belonging with Students and Families Virtually - Aida Conroy (Panorama Education)
  - ○ Tuning during remote instruction
    - ■ Phone/tablet apps or websites
    - ■ Teach parents side-by-side with students, if possible
    - ■ Korg-style Tuners (student worksheet)
    - ■ Snark-style Tuners (student worksheet)
    - ■ Southwest Strings offers free shipping for string orders with no minimum

- Teaching beginners in Fall 2020
  - ○ A Roadmap for Teaching Beginning Band and Strings Using Online Resources - Bob Phillips
  - ○ Team building and bonding with instrument
    - ■ Ice Breakers using Google - Institute for Arts Integration and STEAM
    - ■ Bitmoji Classroom Tutorial - Shana Ramin ("Hello, Teacher Lady")
  - ○ Posture and instrument position exercises
    - ■ Paul Rolland exercises
  - ○ Experimenting with sound creation
    - ■ Elements of bow distribution (speed, weight, placement)
    - ■ Alternate methods of sound production
  - ○ YouTube videos
    - ■ Beginner violin instrument and bow hold:
      - ● How to Hold the Bow - Violin Lessons
      - ● How to Hold a Violin - Violin Lessons
    - ■ Beginner cello instrument and bow hold:
      - ● How to Hold Cello: Cello Lessons
      - ● How to Hold a Cello Bow: Cello Lessons
  - ○ Parent involvement
    - ■ Side-by-side learning (similar to Suzuki)
    - ■ Parents can attend Zoom lessons with their child
    - ■ Parent informational meetings are much more accessible

- ○ Positive reinforcement:
  - ■ Make it fun
  - ■ Make them feel successful
  - ■ Virtual reward systems
    - ● [Class Dojo](#)
- ○ Sound Innovations: Sound Differentiation for Beginning String Orchestra
  - ■ Resource for hybrid and remote teaching
  - ■ Flexible scoring
  - ■ [YouTube demonstration](#) - Bob Phillips, Becky Bush, Sarah Lenhart
- ○ Presentation "Beginning Strings This Fall" - Heather Nieto (INASTA President-Elect)
  - ■ What do we teach beyond the instrument?
    - ● Building relationships with students and families
    - ● Citizenship
    - ● Leadership
    - ● Motivation for music-making and appreciation
    - ● Building student autonomy (independent learners)
  - ■ Setting clear expectations and concise communication:
    - ● Control the message (share your message through various district channels)
    - ● Be a consistent part of district/school-wide communication to parents
    - ● Set guidelines for various learning formats/environments (partner work, sectionals, practice logs, etc...)
    - ● Provide training/info sessions for technology needed for virtual instruction
  - ■ Guiding principles:
    - ● Be consistent and communicative
    - ● Teach the whole child (be mindful of time and engagement)
    - ● Be realistic about short- and long-term goals
    - ● Less is more
    - ● Student autonomy

- ● Recruitment strategies during virtual instruction
  - ○ Schedule meetings/instrument demonstrations with classroom teacher during their Zoom classes
  - ○ Websites
    - ■ [Be Part of the Orchestra](#)
      - ● Can be personalized and provide a recruitment database
    - ■ [String Instrument Discovery Room by Global Strings Alliance](#)
    - ■ [Play on WNY](#) (Buffalo Philharmonic Orchestra)
    - ■ [Why We Play - Air Force Strings Education Outreach](#) - YouTube playlist

- ● Retention strategies during virtual instruction
  - ○ Continue Google Classroom through the summer
  - ○ Instagram
    - ■ Keeps students engaged with the orchestra program when out of school
    - ■ Visibility in the community
    - ■ [@westexorchestras](#)

- ○ Regularly contribute to district-wide communication if possible (email blasts, newsletters, etc…)

- ● Technology Resources
  - ○ Music Learning Software (free trials offered, but subscriptions needed for full functionality):
    - ■ [Music First](#)
    - ■ [Sight Reading Factory](#)
    - ■ [Soundtrap](#)
    - ■ [Noteflight](#)
    - ■ [Smart Music](#)
    - ■ [Tone Savvy](#)
    - ■ [Essential Elements Interactive](#) - requires sign-in using ISBN from teacher's manual
    - ■ [String Basics Interactive Practice Studio](#) - requires user license located on the back cover of the method book
  - ○ Apps:
    - ■ Harmonize app (free)
      - ● Intonation game: a fixed pitch is given and the player must adjust the second pitch to create a particular interval. Very accurate and gives detailed pitch assessment with the goal being to get as close to 0.0 cents as possible.
      - ● [Google Play](#)
      - ● [App Store](#)
    - ■ InTune app (free)
      - ● Intonation game: two consecutive pitches are played and the player must determine if the second pitch is higher or lower than the first. Each level presents a tighter interval with the goal being to correctly identify the tightest interval possible (measured as percentage of a half step).
      - ● [App Store](#)
    - ■ [Theta Music Trainer](#) (free)
      - ● Compilation of music theory and ear training games
      - ● Available on the App Store and Google Play
    - ■ [Tonal Energy](#) ($3.99)
      - ● Website includes instrument resources and exercises
      - ● Available on the App Store and Google Play
      - ● Tuner includes many temperaments (including Perfect 5th tuning!) and tolerance settings
      - ● Drone includes many options for tone and display
      - ● Sound analysis (visual representation of pitch accuracy over time)
      - ● Metronome includes many options for subdivisions and meter (including mixed meter), as well as the ability to program tempo changes
      - ● Recording capabilities (audio and video) include various settings that produce a higher-quality sound than typical phone app/camera
    - ■ [iDoubleBass](#) (free)
      - ● Available only for iOS on the App Store, no Android option
      - ● Created by Pittsburgh Symphony Orchestra bassist Micah Howard
      - ● Extensive resources for teaching bass students
        - ○ Includes images, videos, and text explanations
        - ○ Resources for equipment/set-up, left-hand skills, and right-hand skills

- - - - Acapella (free with limitations)
        - Available only for iOS on the App Store, no Android option
        - Record multiple video tracks and sync into one performance
        - Time limit for recordings on the free version
        - Community-based platform
  - Musictheory.net
    - Music theory lessons and exercises (customizable)
    - Free
  - FlipGrid
    - Social learning tool
    - Website-based with an app version
    - Free
  - Upbeat Music
    - Requires Chrome browser
    - Similar to the Acapella app, but students interact in real time
    - Demonstration video - YouTube - Pioneer High School Orchestras
    - Students record themselves separately, then the parts are combined for students to listen and react in real time with one another
    - Subscriptions available for schools and individuals
    - Free version available with limited access
  - Pear Deck
    - Interactive activities and formative assessments
    - Integrates with various platforms, including Google and Microsoft
    - Basic account is free, premium options available for individuals or schools/districts
  - Socrative
    - Assessment tool
    - Functions similar to Google Forms, but more focused on educational use
    - Free for one classroom, multi-classroom accounts require Pro subscription - $59.99/yr
  - Remind
    - Communicate with students and parents quickly and easily
    - Can send/receive messages through cell phone without using phone number
    - Student-users must be 13 years of age or older
    - Free accounts can have up to 10 groups of up to 150 participants each
    - Google Slides - PD presentation of Remind features
  - Band
    - Combines features similar to those found in Google Classroom and Remind
      - Calendars, polls, sign-ups, text communication/reminders
    - No characters limits or restrictions on size or number of groups
    - Free

- General String Teaching Resources
  - Alfred Music Blog
  - Teaching Strings in Today's Classroom - Rebecca MacLeod
    - YouTube Channel
  - Mimi Zweig String Pedagogy
  - The Benedetti Foundation - Nicola Benedetti

- ○ Podcasts:
  - ■ [Director's Circle](#) - Doug Conrad
  - ■ [The Orchestra Teacher Podcast](#) - Charles Laux
  - ■ [Music Ed Tech Talk](#) - Robby Burns
- ○ [Teaching the Violin and Viola: Creating a Healthy Foundation](#) - Stacia Spencer
- ○ [Orchestra Classroom](#) - Angela Harman
- ○ [Great Music Teaching Framework](#) - Carnegie Hall, Weill Music Institute
- ○ [2020 NJ Student Learning Standards - Visual and Performing Arts](#)

- ● COVID-19 Resources
  - ○ [COVID-19 Planning Guide for Classroom and Studio Instruction](#) - ASTA
  - ○ [Risk Management Plan for Face-to-Face Instruction](#) - Kirk Moss
  - ○ [NJ September Ready Arts Ed Guidance](#) - Arts Ed NJ
  - ○ [Roadmap: Guidelines for Remote Instruction](#) - Marc Natanagara, Ed.D.
  - ○ [Keeping a Safe Orchestra Classroom During COVID-19](#) - Huthmaker Violins (GA)
  - ○ [Instrument Cleaning Tips](#) - ASTA
  - ○ [Music in Indiana's Schools, Orchestra Task Force](#) - INASTA
  - ○ [Arts Education is Essential](#) - NAfME
  - ○ Peabody Institute of Johns Hopkins University - Lunch and Learn Sessions
    - ■ [Leading with Science: Returning to Music Instruction and Performance in the Time of COVID-19](#)
    - ■ [Instructional Design Basics: Migrating an In-Person Course to a Remote Course](#)
    - ■ [Recording and Electronic Tools for Musicians](#)
  - ○ [ISM Global Literature Review: Music Performance, Education, and COVID-19](#)
  - ○ [Discussing Health and Teaching Concerns for the Upcoming School Year](#) - Dr. Sara Pope

- ● Community Resources for String Teachers
  - ○ [ASTA](#)
    - ■ [ASTA Connect](#) - online community, membership required
    - ■ [Mentor Program](#) - membership required
    - ■ [Resource Library](#)
    - ■ [Advocacy Resources](#)
    - ■ [Back to School Resources](#)
    - ■ [American String Teacher Journal](#) - membership required
  - ○ [ASTA NJ](#)
  - ○ Facebook Groups:
    - ■ [School Orchestra and String Teachers](#)
    - ■ [Orchestra Teachers](#)
    - ■ [String Orchestra Directors and Composers](#)
    - ■ [Music Educators Creating Online Learning](#)
    - ■ [NJ ASTA](#)
    - ■ [Teaching Online ORCHESTRA-19 Ideas](#)
  - ○ Virtual meetings/happy hour
    - ■ Create a "spider web" network of collaboration by scheduling meetings with orchestra colleagues and branching off into new meetings
  - ○ [NJMEA](#)

- Arts Ed NJ
- NAfME
- Music for All