



CLASSROOM MANAGEMENT ***(and Other Survival Tactics!)*** **for Young Performing Ensembles**

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My Journey with Classroom Management (and my OWN ups and downs!)

- ★ My first teaching position...
 - College/Student Teaching at UIUC impacted by COVID-19
 - Students have different needs in recent years
 - TONS of trial and error...
 - Constantly reached out to my circle of mentor teachers
 - Tried techniques from core other teachers and made them my own
- ★ My current position...
 - Readapted for my current students and grade level/ensemble focus
 - Finding methods that work for ensembles, still reaching out to my circle of mentor teachers
- ★ *Always aiming to improve my teaching to better serve the students, learning from other teachers*



This is me!
Lydia Oseguera

I know how you feel!



DURING THIS PRESENTATION, I ENCOURAGE YOU TO:

- Take additional notes and jot down ideas you hear that you like!
- Use this time to BRAINSTORM and reflect!
- Consider what WILL work for your students and what will not. Can you adapt one of these ideas? Every program is different. What works for me or another educator may not work perfectly for you.

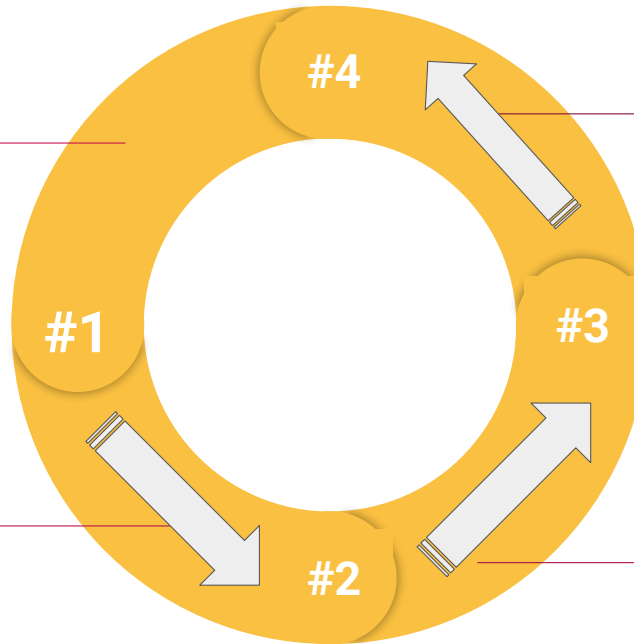
TOPICS TO BE DISCUSSED

My Journey with Classroom Management

From Day 1 until now...

What Does Classroom Management Do for Music Spaces?

Why is this important for US?



Other Young Performing Ensemble Tips

After all is said and done, young students will always surprise us!

M.U.S.I.C. Steps We Can Improve On NOW

An easy way to reflect on what we can do differently

WHAT DOES CLASSROOM MANAGEMENT DO FOR YOUNG ENSEMBLES?

- It keeps elementary and middle school students and their materials **organized**, keeps students **attentive** to the rehearsal, and aids students in remaining **on task** with the musical choices they are making.
- **Minimizes** the behaviors that **slow rehearsal progress** for the ensemble, and **maximizes** the amount of music created in rehearsals.



Artwork credited to Vector Juice

MUSIC *Steps We Can Improve on NOW*

M

Make sure
YOU
are prepared

U

Use Routines

S

Set
Expectations

I

Inform yourself
on student
accommodations

C

Care, and
have patience

Make Sure YOU (the Music Educator!) are Prepared.

Classroom management starts with what YOU can prepare (or prepare better!) for.

	CANNOT BE PREPARED FOR...	CAN BE PREPARED FOR...	What this looks like in your space...
#1 YOUR REHEARSAL PLAN			• WRITTEN DOWN, clear and concise plans • Measures to rehearse chosen ahead of time • Techniques to implement ready to go • Thoughtful reflection from the rehearsal before - where can we go from here?
#2 YOUR NECESSARY REHEARSAL SUPPLIES			• Your scores/method book on your stand, in rehearsal order (not across the room on your desk!) • Metronome/Harmony Director/Keyboard set up before students arrive • Rehearsal plan in plain view

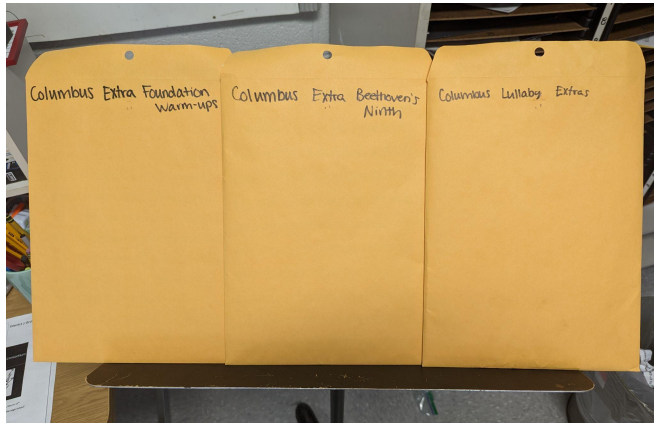
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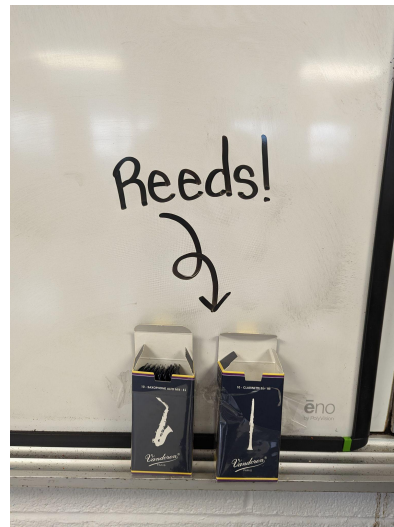
	CANNOT BE PREPARED FOR...	CAN BE PREPARED FOR...	What this looks like in your space...
#3 NECESSARY REHEARSAL SUPPLIES FOR STUDENTS			• Extra music prepped for students ahead of time for every instrument/part. ALWAYS! • Tuners/Pencils/Valve Oil/Folders etc. in known, easy to access locations. If it can be forgotten, <u>think ahead!</u>
#4 SCHOOL-WIDE DRILLS, STANDARDIZED TESTING, SCHEDULING CONFLICTS, ETC.			• Implement checking the school calendar into your morning routine. • If you can, reach out to other teachers or admin EARLY to see if conflicts can be avoided. • When in doubt, you can prepare to be flexible.

EXAMPLES

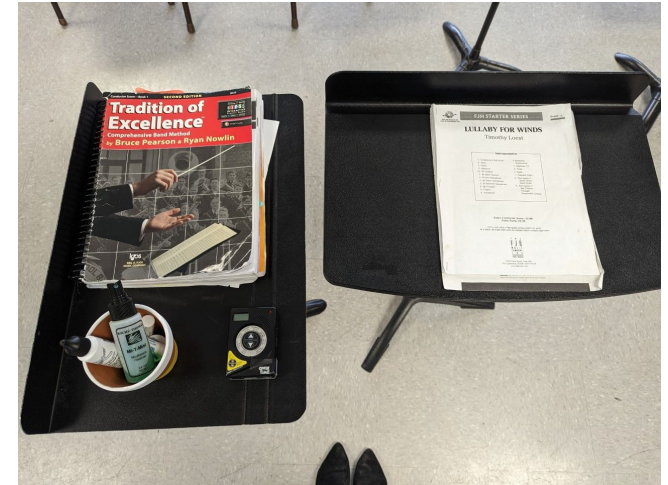
WHAT THIS CAN LOOK LIKE:



Sheet Music Ready!



Student Supplies Easily Accessible



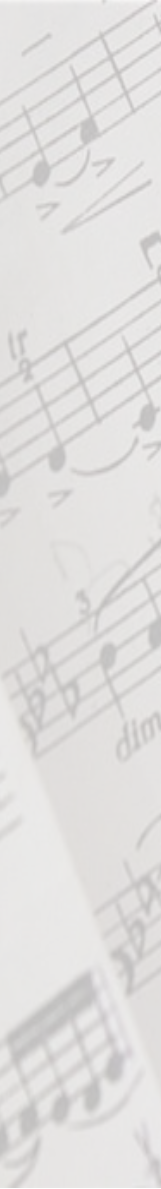
YOUR Materials Prepped

As part of making sure YOU are prepared, consider this in your rehearsals:

Pacing: Do your rehearsals continuously move forward?

Transitions: Are you actively avoiding “downtime”?

Engagement: An active, busy rehearsal is a more successful rehearsal.



SUCCESSFUL TRANSITION IDEAS:

- I'm looking for the first hand to raise and tell me which one of our concert pieces I am singing... that is the piece we are going to work on next.
- Let's pull out (piece). If you're ready before the group is ready, air practice your part.
- Repeat this rhythm after me... (rhythm is clapped)... now find measure _____. That's what we just clapped! Let's play there now.

SUCCESSFUL ENGAGEMENT IDEAS:

- Encourage students to sizzle/sing/clap their part along with the section you are working with
- Turn and talk with your partner about that last play through. What do you think is one thing YOU can do as a musician to perform that better?
- Full group practice of the melody/other challenging lines in the piece (“Musical Jumpstart” sheets, writing exercises on the board, etc.)



REFLECTION CHECK-POINT #1:

(Individual) Do you feel that your rehearsal plan and your necessary rehearsal supplies (for yourself and your students!) are always well prepared? If not, why do you think that is? What is something you can change immediately to improve upon this now?

(With a partner) What transitions or methods for engagement have worked for you? Or, what methods are you interested in trying? (For inspiration: Call and responses, “I’m looking for...,” Turn and talk, air play, “bop” it, etc.)



USE ROUTINES.

- Routines are the backbone of efficient music rooms.
- Make teaching a little easier
- ***Save valuable rehearsal time.***
- Every moment invested in teaching routines is time well spent. It will save hours of rehearsal time over the year.

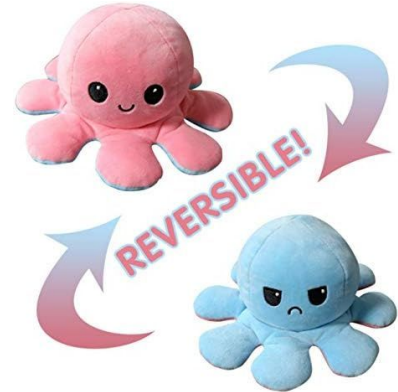


POSSIBLE ROUTINES TO TEACH:

- Entering and leaving the music space
- How should instruments and/or music be properly stored?
- What should students do if they need to use the restroom or get a drink?
- What if a reed breaks/a valve is stuck/a string snaps?
- What if they forgot their music?
- (If students are responsible for ensemble set up/tear down) How should chairs be racked, or stands be put away?
- **NO routine is too small to teach them this independence.**

ADDITIONAL ROUTINE IDEAS:

- A stopwatch set at the beginning of class time to help students see how much time is left to set up, and when the first downbeat or announcement starts.
- Focus lamp/object on the podium to show when it is an okay time for students to discuss with others, or when rehearsal should be silent.
- Review all expectations at the beginning of class (chant, song, acronym etc.)



Set EXPECTATIONS

Expectations are guidelines/boundaries that communicate the desired behavior using a positive framework and encouraging responsibility.

- **Explain the reason behind the expectations** so students understand the WHY
- **Follow through! If you say it, mean it and if you mean it, say it.**
- “The guesswork is removed. You know exactly what to do in response to every incident” (Linson, 20).
- Point out students who are following the expectations without you reminding them. *“Look at that! (Student) is sitting in their seat quietly waiting to hear what we can improve on. Thank you!”*
- **Students don’t thrive amid chaos.** They need rehearsal structure and consistency. Yes, there will be those “wild” moments. But get ahead of it when possible.

Artwork credited to Vector Juice



Aim for your expectations to be:

- ★ **EASY TO RECALL**
- ★ **APPLICABLE TO MULTIPLE SITUATIONS**
- ★ **MUSIC ORIENTED**
- ★ **SKILL-LEVEL APPROPRIATE FOR THE STUDENTS IN YOUR
ENSEMBLE**

EXAMPLE

PROGRAM EXPECTATIONS:

- B** - Be respectful and responsible
- A** - Always make the right choice
- N** - Never say never
- D** - Do make music

EXPECTATION SYSTEM IDEAS:

- Point Systems (Adding or taking away)
- “Section of the Day” shout outs
- “Music Notes” emails home to families

REFLECTION CHECK-POINT #2:

(Individual) Does your program currently have a set of clear, easy to identify set of expectations? If you do, do you think any of the expectations need to be reworked or worded differently? If you don't, brainstorm some expectations now!

(With a partner) What routines do you feel are most important to have set in place for rehearsals? Or, what routines are you interested in implementing?



INFORM YOURSELF ON STUDENT ACCOMMODATIONS

- Check in with your principal or designated school specialist to ask about
IEPs (Individualized Education Plan/Program)
or 504s (Equitable learning environments)
 - Think about how your materials might need to be adapted for these students (i.e. larger printed text, music part written with longer rhythm values, allowing use of headphones while full ensemble is playing)
-
- Have additional recommendations for students who need a challenge
 - ***Reflect often about if your teaching style is meeting the needs of your entire group of performers at all levels.***





Why does this matter?

When you have a good connection with your students, they are more likely to feel positive about music and about participating in ensemble music in general.



Artwork credited to Vector Juice

CCARE, AND HAVE (A LOT OF!) PATIENCE.

- Aim to always be accepting and warm throughout your school day -- first class of the day or last!
- Be empathetic of their thoughts, feelings, and stories they want to share -- ensemble/music related or not. It's okay to designate a TIME for these stories so that you can be mentally present.
- Try an open-door policy during your day.
- Maintain a positive, friendly demeanor

REFLECTION CHECK-POINT #3:

(Individual) How do you feel about your current student connections? Do you feel that you are maintaining a positive demeanor throughout your whole day? Do you feel that your teaching is meeting the needs of the ENTIRE group? If not, what changes can you make?

(With a partner) What adaptations have you had success using for different learning styles? How do you make sure you have strong student connections?



THE NEXT FEW SLIDES:

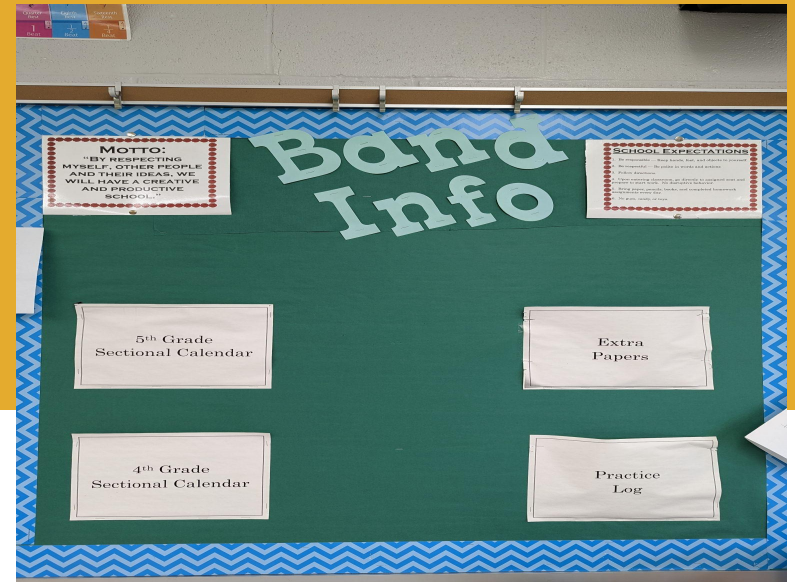
These are other tips (and survival tactics!) you can use in your program.

Some of these ideas are my own and some of these have been shared with me by other music educators. Write down any that you like!





Walkway Rehearsal Arcs

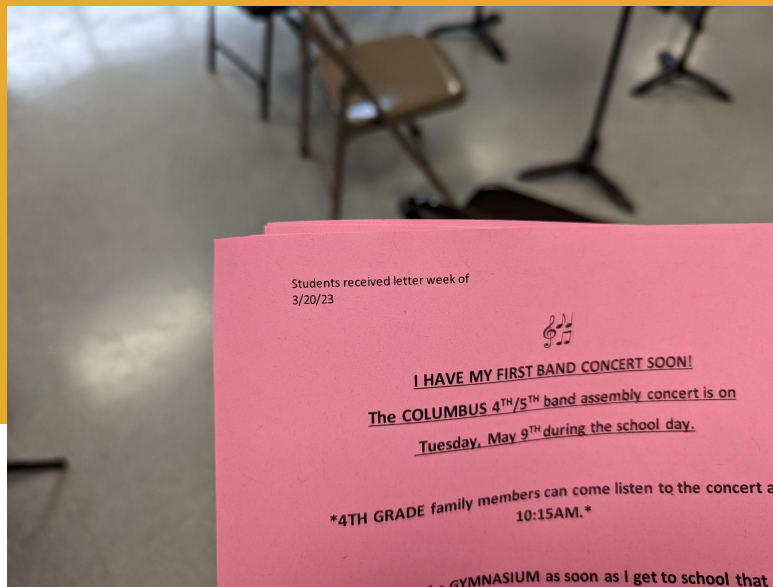


Designated Info Stations

OTHER Tips!

The Band Director's Guide to Success: A Survival Guide for New Music Educators.

No matter how much we prepare, students will still surprise us year after year. Here are some tips I've received or come up with in my time teaching beginning band!



Date When Handouts are Given

Taping/Marking Off Areas

OTHER Tips! Continued

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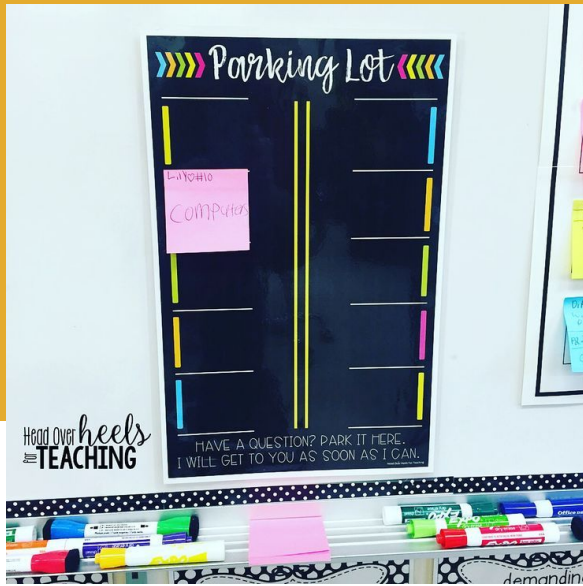
Chair/Stand Helpers



The value of thank-you cards!

OTHER Tips! Continued

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credit: "Head Over Heels for Teaching"

"Parking Lot" for Questions

OTHER Tips! Continued

***NEVER FORGET: IT IS
BETTER TO OVER
COMMUNICATE THAN
TO UNDER
COMMUNICATE.***

No matter how much we prepare, students will still surprise us year after year. Here are some tips I've received or come up with in my time teaching beginning band!

life as a teacher
BEGINS the day
YOU REALIZE that
you are ALWAYS a
LEARNER

venspired.com

FINAL WORDS ON CLASSROOM MANAGEMENT:

- You will always have to find what works best for your group of students, year to year.
- Reach out to colleagues and continuously watch how they teach
- If a method doesn't work, try and try again. Adapt to what your

References & Recommended Readings:

Kraemer, Jonathan, and Michelle Kraemer. *The Band Director's Guide to Success: A Survival Guide for New Music Educators*. Oxford University Press, 2016.

Linsin, Michael. *Classroom Management for Art, Music, and PE Teachers*. JME Publishing, 2014.

Plevin, Rob. *Take Control of the Noisy Class: Chaos to Calm in 15 Seconds*. 2nd ed. Life Raft Media, 2019.

Artwork: “Vector Juice” on Canva

Image: “Head Over Heels for Teaching”



THANK YOU
for attending this
presentation!

I'd love to talk to you and
answer questions!

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