

Taylor Pfaff  
01-27-21 1:00-1:30PM  
Kindergarten General Music  
18 Students

As the students enter the class with the teacher, they sing a “hello song”. They gather into a circle and while sitting, they dance while they sing a song and when they sing the final note on “bum” they use that as their resting tone. While singing the resting tone they point to their “resting points” on their bodies, choosing a new body part that is appropriate for school. The teacher continues to sing even when giving instructions, the only time she stops singing is to tell certain kids to stop talking and to sit with their “pretzel legs” which is the same as criss cross applesauce. The teacher uses terms such as “big beats and little beats” to describe quarter notes and eighth notes which I found is a great effective way to describe them. She always comments and compliments students that do the right thing so that the other students understand that they can do better, especially commenting on those who use their singing voice. In the classroom, there is a circle on the floor with a shaded area that the teacher calls a “listening shade”. Some kids start to get antsy in their seats while they wait to be picked by another student but the teacher stays relaxed and tells students to only pick others who are sitting respectfully with their pretzels. The teacher also has hand signals to tell kids whether to stand up or sit down. The room is very welcoming and there are many posters but they aren’t distracting to the students, they are more of a mood setter to make the room more comfortable.

Taylor Pfaff  
01-27-21 1:30-2:00PM  
Grade 1 General Music  
8 Students

The students are lined up outside of the classroom to start and the teacher joined them to communicate that the kids should enter silently. They quietly all listened to the teacher and he didn’t use words to communicate and the kids are very respectful to the teacher. He had them get relaxed by shaking their shoulders and stretching. Then the teacher did an activity where he uses a slide whistle and they have to vocalize back what they hear as well as using pipe cleaner to bend it for the kids to understand high and low pitches and how they bend. The teacher rarely uses words and the students follow along and pay attention, hardly acting out. When he sings a song the children repeat it back and after the students do something they all snap to show appreciation. A great way that the teacher demonstrated what a chest voice is, was that the teacher has them all press their hands to their chest and say “mmmm”. To continue the demonstration, he read a book about ice cream and every time he says the words “ice cream” they say “mmm”. The teacher used great facial expressions and the kids respected him a lot because none of them acted out and they all paid very close attention. I really enjoyed the amount of respect that the students have for their teacher even at a young age. I also noticed that

the room compared to other videos was very minimal in regards to the decorations and whole setting of the room.

Taylor Pfaff

01-27-21 2:30-3:00PM

Grade 2 General Music

20 Students

The students listened to music and danced to the beat that the teacher led. The students seemed to have done the activity and are very familiar with the song. The students were then asked by the teacher to sit down and they copied the singing sounds and intervals that the teacher made as well as did a small breathing exercise. Then sang a song about sea shells that they were previously taught and added a rhythm to clap as they sang different songs. She stopped singing to make them understand that they need to match pitch. To acknowledge what they did they all clap once. Then she was going to teach them a new song but one student pointed out that they already learned the song in 1st grade. When relearning the song, the teacher went over phrasing by using A B or C to tell which phrase matches other phrases. The teacher continued to use her singing voice even when giving instructions. They all continued to sing as they moved to the edge of the carpet and played a game with a button and a song. She repeatedly told the students that she would pick those who were sitting quietly with their hand raised when they did an activity where they sang and counted how many beats they sang. The students understood solfege syllables as well as solfege signs. To close the class, the teacher passed out a worksheet which involved staff paper and having the kids find which solfege belongs to which notes on the staff.

Taylor Pfaff

01-27-21 3:30-4:00PM

Grade 4 General Music

17 Students

They started the class by listening to star wars and doing what the teacher does. There are many decorations around the classroom that help add to the positive musical environment for the students. One decoration is the solfege syllables written very large and each syllable has a different color which adds to the environment and is pleasing to the eye. The students are very respectful to the teacher and follow along to the call and response activity. This teacher also uses his singing voice to talk. Some students struggle to match pitch but are still singing which is the end goal. They are doing an excellent job at keeping the beat to the songs they already have previously learned. This teacher uses a variety of instruments to play along as they all sing such as a guitar, piano, and cajon. The students are currently learning steps and skips as well as connecting them to solfege hand signs. A common theme I have noticed among elementary music teachers is that they all have a carpet that they use as their sitting and standing area. At one point, the teacher is talking to the students about things and says to a student “you ruin

everything”. I personally do not think this kind of communication should be said by a teacher to a student even if they are joking. As educators it is our job to be positive to students and not say jokes such as that because students experience those jokes between peers and it will be detrimental to their mental health throughout their life.

### *Elementary Choir Rehearsal*

Taylor Pfaff

01-27-21 4:30-5:00PM

Elementary Choir Rehearsal

11 Students

The teacher started the class by warming the students up. The students understand the solfege syllables as well as the hand signs. The teacher had great enthusiasm and jumped up when the kids were singing a high note to help them visualize reaching to the note. The teacher had the students sing a song in a round meaning that one group goes and the other group(s) starts a few beats later. As the kids continue to sing other songs, the teacher realizes they start to lose their pitch center and has them sing solfege to get them back on track. I enjoy how the teacher is teaching how to follow a conductor's hands by holding his hand out and moving it to show them to continue to hold the note out before moving on. He says to have them show him that they are ready by looking at him. All of their songs are in the same key and he uses a tuning fork to hear the key and he wears that around his neck. The teacher uses his projector to show the lyrics for students to see.

### *Teaching Music to Elementary Music Students with Special Needs*

Taylor Pfaff

01-27-21 5:00-5:30PM

Teaching Music to Elementary Music Students with Special Needs

About 5 per class

There are more than one teacher involved in helping these students. They sing a good morning song and use shakers to sing with. They ask two students how they want to shake their shakers. In the video where they sing the song bingo there is one student who does not enjoy sitting down and really enjoys the song. Repetition for him seems to work the best because he is asked by the teacher to go back to his seat and continues to listen when asked and stays near it as he is asked more times. As the students sing old macdonald, they are encouraged to keep the beat with their hands on their laps. They are also asked what animals they want and if they don't know how to answer the teacher provides them with choices and then they are able to make a decision. The students are now playing a game where they touch the colored dots on the ipad and it sounds a piano tune. Some students need help and the teacher guides their hand on the ipad and gives positive feedback as well. In another class, there are more students in the class and they are encouraged to go around the room to say hi to people. The teacher gets their attention by having them “boogie” and turn around. He then plays the guitar as they all sing hello friends. The

students are also to walk around and say give high fives and shake their friends hands as they sing. There are many different decorations around the room with a lot of colors to help the students feel comfortable in their space. The teacher has a great enthusiastic and encouraging voice which helps the students as well.

Taylor Pfaff

02-06-21 12:00-12:30PM

Grade 6 General Music, Music Learning Theory

14 Students

The class is learning the minor mode by learning a song to do so. The teacher uses a guitar to play along and as the kids listen they are to hold up their fingers to what chord he is playing. Then before just having them try to repeat exactly what he sang, he has them sing the melody on “ba”. In his classroom, he has posters of musical things hung up in his classroom which adds his positive and fun atmosphere. He is having them sing the melody still no words but having them improvise by anything they feel musically. He has the whole class try, then just girls and just boys, then individual solos. It is a fun and engaging lesson that everyone is participating in and paying attention to. He uses a melodica to transport in front of the class so that the students can see the chords being played on the keyboard. One decoration that he has in his room he uses to his advantage and it is Robert Bickford’s Solfege Wheel. To demonstrate melody, harmony, rhythm, and bass he has students get their instruments and creates a small ensemble to play the song they have been learning in C minor.

Taylor Pfaff

02-06-21 12:30-1:00PM

Grade 7 General Music, Music Learning Theory

14 Students

The teacher is having the students listen to a song and is asking them to sing the bass part with him. They then are to say the chords that the bass is playing along with him. The next part consists of them learning the melody and singing as well. The teacher uses powerpoints to give his lessons. His powerpoints are great and engaging and it is clear that he spent a lot of time on them. I enjoy making organizational powerpoints and I am very much looking forward to when I teach and get to create powerpoints for my classes. It is the easiest way to provide students with the information without printing out a bunch of handouts that they will be less likely to pay attention to. The teacher tries to use his amazon alexa to set a timer but the device is not cooperating and therefore he asks a student to set a timer instead. At one point a student groaned when the teacher said “next thing we need to do today” the teacher replied by saying sorry. I believe it is a bit disrespectful for the student to react this way. As the teacher shows rhythms on the board to students they say them back on the correct syllable, “du, da, ti, ta”. To engage the

students more, the teacher gives the students sticks and a bucket to play and repeat his rhythms.

Taylor Pfaff

02-06-21 1:00-1:30PM

Middle School Beginning Strings

20 Students

The students are asked to answer why musicians warm up, specifically themselves. They are sadly interrupted but the teacher does a great job at having them start playing a scale as she talks to the person who came in during class. She then goes to help the bass players in her orchestra and also demonstrates to them exactly what they will be doing. She helps them find the right fingering for their notes and watches their comprehension as well. Meanwhile the other students are instructed to continue warming up on their own while she helps the basses. Then they learn new notes on the instrument and play along together with the warm up sheet. The students are instructed to do pizzicato as their teacher continues to use the bow so they can hear what it is supposed to sound like. Some students are talking as they all get their books out and she addresses them by looking at them and in this instance they were boys so she said “boys”. To get the students to retain the information she has them say what she said back to her. It is important to model to your students so they can visually and audibly hear what exactly they need to be doing.

Taylor Pfaff

02-06-21 1:30-2:00PM

Middle School Choir

Number of students

The teacher uses the analogy that he cannot hear and he wants them to let their bodies sing as well. The teacher moves a lot when explaining things to make sure everyone is engaged and watching him. They then run their piece and have matching black folders to hold their sheet music. The students demonstrate great emotion and dynamics that he is showing them with his conducting. He also thanks the students when they do as they are told and do a good job. The students clearly have a lot of respect for the teacher because they are all listening, paying attention, and participating. The teacher always has a smile and has a positive attitude as well. I really enjoy his philosophy about sight reading to which he said “good luck this is sight reading not sight perfection”. This teacher has the students do an exercise that involves them to use a deep voice and say loudly “feet feet head head”(etc.). This teacher is also very positive and affirmative with the students but kind as well.

Taylor Pfaff

02-11-21 12:00-12:30PM

High School Band

20+ Students

The teacher has a student pick a key to start and they play the chord and hears that they are out of tune and so he asks them to sing it and then play it and they sound significantly better. Then he has them go to the chord and then have “dissonance” and then go back to the key. They then play a game where they must figure out what percussion instrument is being played. I enjoy how the teacher is affirmative and quick with his instruction. For example, he says right away “hands please” and the students immediately understood and wanted to answer the question. Asking questions to your band is important for them to discover what is happening and how to improve the sound and make decisions as well. Then he has one student choose the dynamic by playing not telling them and the other students guess what they believe he chose. This teacher asks the students questions and if they don’t understand he provides them with examples for them to get a better understanding. For example he is asking about balance issues and has the horns play “blatantly loud” and the euphoniums play soft for them to make a decision on what sounds best.

Taylor Pfaff

02-11-21 12:30-1:00PM

High School Orchestra

20+ Students

The teacher has a white board behind himself on the podium that has all the information they need for their upcoming concert and the plan of the day. The teacher asks the students how they feel about the pieces they just played through and the students give their feedback. Before starting their third piece, vthe starts by having the cellos and basses play first so that the students can hear the pulse before adding in the other parts. The students do seem to talk a lot in between pieces but once he puts his hands up to the ready position the room gets silent and ready to go. I enjoyed the approach he made by connecting a part of the piece that violas have to be like a drum.

Taylor Pfaff

02-11-21 1:00-1:30PM

Jazz Band

10+ Students

Before playing, the teacher has them sing the notes so they can hear before playing it on their instruments. He asks them to think about tone, pitch etc. before starting to play. The classroom looks a little unorganized with music laying on the piano and tubs on the floor as well. This teacher also points to his ears to ensure that the students use their ears to listen to not only themselves but also those around them. Behind the teacher is a white board that he uses to show the different accents that are found in the piece. Then he has them sing their part using jazz syllables for articulation such as “du dit da”. It seems as though the teacher who is teaching is the assistant band director because of another

teacher coming in and out but also butting in during the rehearsal. This interruption raises the question of if the teacher appreciates him telling him things during rehearsal and teaching during his class time. When moving to another tune he continues to have the students sing their articulation syllables. The teacher goes to help the vibraphone player during the rehearsal and shows him to play chords instead of rolling the notes. Once again, it is important to model for your students so they can have a better understanding.

Taylor Pfaff

02-11-21 1:30-2:30PM

High School and Middle School Choir

30+ Students

The choir starts by warming up with exercises that the teacher is leading them through. The teacher is very enthusiastic with the students and does an excellent job at going between the piano and more in front of the students. He demonstrates what he wants by singing first as they listen and do as he said. They also have a great knowledge of dynamics. Then after warming up, the choir's student president goes through announcements as well as other students chime in with things they would like to tell the class too. Then they move on to working out of a book where they will start sight reading. The teacher asks questions about how they felt the sight reading went and how they can improve. Many students are pulled out of class by someone who came in but as soon as the person was done the teacher immediately got back on track. Interruptions happen but it is important to not make them into a huge deal and continue back with your lesson quickly. The teacher says "please" to the students a lot when telling them to do something. In the other video, this teacher believes it is important to have the students do physical stretches before even singing a note to ensure that the students are relaxed and ready to stand tall. Then it is important to warm up and practice good "vocal preparation". As a part of the warm up it is important to practice good vowels and have students know good vowels compared to poor vowels.

Taylor Pfaff

02-11-21 2:30-3:00PM

High School Choir

30+ Students

The students have great knowledge of solfege hand signs and syllables. The teacher has them do the hand signs to the notes on the board but not sing. The teacher does this along with them as well. This teacher doesn't have very large enthusiasm which could lead to why the choir looks unenergized and tired. After warming up with solfege they begin to sing their pieces. There seems to be another teacher in the room as well helping students with hand signs and following along in the music. The teacher also says "uh" quite often which can be a common habit among teachers. In the second video, this choir teacher has enthusiasm and is also nit picky with the

choir. The students have great diction and the teacher seems to have the music memorized just as the students do because he is hardly looking at his podium and is very engaged with his students.

Taylor Pfaff

02-15-21 4:30-5:00PM

KMEA Keynote Address by Graham Hepburn

Graham Hepburn started by talking about music that has inspired him throughout his life. He went on to talk about how one of Bach's pieces is all about the stages of life. He mentioned Steve Reich who is an American composer who led exponents of minimalism, a style based on repetition and combinations of simple harmonies and motifs. He said to everyone to remember that with every lesson that you give your students, ask your students to listen to music and write down how it makes them feel. It is important for students to recognize emotional aspects of music and relating them to their own lives to connect to the music. As educators we need to inspire their imagination, memory, and emotion. The last part was him explaining a little bit about Quaver Education and how he uses it in his own classrooms.

Taylor Pfaff

02-15-21 5:25-6:25PM

KMEA Engaging Refugee and Immigrant Populations in Music by Martina Vasil

Martina Vasil started with describing some community activities with ice breakers such as a song with the lyrics being "jump in, turn yourself about, I said jump in, jump out, introduce yourself, my name is \_\_\_\_, I enjoy \_\_\_\_". She explained that you should start with instruments that everyone can learn to play easily like the ukulele. Also, in her classroom she gave younger students pictures of things they'd like to learn. Older kids would get a sheet to fill out and on the sheet they would write their favorite songs and from those songs she looks them up and learns them on ukulele to teach them. This helps the students be more engaged because you are taking their own likes into account instead of the teacher being the one who chooses everything that will be taught. An example of this is that she found a parody of the song "Bad Guy" by Billie Eilish because the original is not school appropriate. Then, the kids enjoyed the parody therefore she learned the chords on the ukulele and taught her students and they all sang and played along.

Taylor Pfaff

02-15-21 6:35-7:35PM

KMEA A Day in my Quaver Classroom by Toni Garza

The quaver curriculum starts with planning because the quaver site is organized in a way to show all different things that they offer, especially the curriculum which is well laid out that helps you guide your way. On the site there is the curriculum, resource manager, and customization. Quaver was set up for in person things but since covid they have updated their site to make sure there are in person lessons as well as asynchronous lessons. When using quaver you can give students a resource link while you're online so they can watch the activity. The site



also has games that students can engage in, such as naming different parts of the instruments. Quaver also has books about music for both beginner readers and more advanced. Teachers can also create a student account to put together a lesson for when things are asynchronous.

Taylor Pfaff

02-15-21 7:45-8:45PM

KMEA Getting the Most from the Student Teacher/Mentor Experience; Student Teachers and Supervising Teachers by Danielle Todd

Danielle Todd started by having everyone on zoom change their name to say if you are a teacher or a student. After doing this she starts the conversation by talking specifically to teachers by asking them to please consider becoming a host. There are no more huge qualifications anymore in Kentucky meaning that you do not need to have a masters degree. It is important to remember that the education might get lost in the sauce with your email so make sure you email music education people at universities as well. As a teacher you must ask yourself if you would be a good supervising teacher. She mentions that if you are a teacher then you are set and if you are not comfortable yet, allow students to come get field experience first to get used to it before committing to it. Some teachers meet with their student teachers before the first day, others send a form for them to fill out to learn more about them. It is also important to create an area for the student teacher so that they feel as though they belong. Student teaching is the last chance for students to get experience and to be put in those tough situations where they have great support systems. Then she shifted the conversation towards college students. It is important to develop a professional relationship with your mentor, it's not just their responsibility. Make sure you stand out as a teacher and make sure you look professional so that you don't get confused as a student. It is at the utmost importance that you be on time and that it is better to be early and sit in the parking lot than to be late running in. Perhaps try driving to the school from your home before the first day to know the time exactly. Flexibility is key because just because a teacher changes their plans, doesn't mean you did something wrong. Always write things down to remember things that your supervising teacher says. Always have a professional relationship with your mentor, it's not just their responsibility. Do not let things fester if something happens that you don't like and it is even more important that you do not gossip especially on social media. It is better to overplan as well. Make copies and always practice your lessons because you're gonna get nervous. Success makes you comfortable, failure lets you learn.

Taylor Pfaff

02-16-21 5:10-6:10PM

KMEA How to Teach Guitar When You're Not a Guitar Player by Sam Coleman

Sam Coleman spoke about how he had to go to the administration and explain that 30 guitars cost less than 5 tubas at a high school. Guitars are accessible and a website called [kidsguitars.com](http://kidsguitars.com) and it is great for kids. It is important to add music history aspects to the class and also learn songs to inspire them. Once students get to 7th grade, Mr. Coleman starts teaching

chords and harmonies and then 8th grade comes and he starts students on individualization to do more things on their own. Another great source is also [ultimateguitar.com](http://ultimateguitar.com). He then talked about a student of his who is on the autism spectrum and he wouldn't talk and wouldn't communicate and once the student started to play and learn he opened up and loved to tune the guitars each morning. Another student was an athlete and the parents emailed saying to go easy on him because he doesn't like music but later on in the year he got emails from those same parents asking where to buy him a guitar because the student couldn't stop talking about everything he has learned and wanted to play more.

Taylor Pfaff

02-16-21 6:20-7:20PM

KMEA High Anxiety: Mental Health Practices for Music Education Students by Michael Hudson and Elizabeth Arnold

Dr. Arnold started by having everyone take one minute to focus on their breath and only the breath. She then talked about sources of stress include school, competition, work, time management, money, relationships, self-doubt, social media, lack of sleep and food, colleagues/administration, parents, FOMO (fear of missing out), Imposter syndrome: moments of doubt that you don't deserve to have something. Some unhealthy ways of dealing with stress and anxiety are negative self talk, over/under eating, sleeping too much/little, withdrawing from family/social circles, drinking or tobacco. Some healthy ways of dealing with stress and anxiety include a balanced life-work vs. home, exercise/yoga, eating well and limiting stimulants, getting the right amount of sleep, connecting with supportive people, finding a hobby, mediation, relaxation, seeking the care of a healthcare professional. Next they talked about mindfulness and started by defining what it is. Mindfulness is "paying attention in a particular way: on purpose, in the present moment, and non judgemental"(John Kabat Zinn). Another key thing to remember is mindfulness+music=meditation. This increases our compassion, reduces our cultural bias, improves our ethical decision making, and mindfulness is a powerful tool. Many times we react emotionally first to situations and we need to build logic to be able to respond logically. Practicing mindfulness helps with this. The last thing that they talked about was 4-7-8 breathing exercise which is an easy way to pull your body out of stress and can be done at any time. To do this you should inhale for 4 counts, hold for 7 counts, and exhale slowly for 8 counts. It is important to set intentions so you can pay attention in rehearsals, practices, etc. for meaningfulness.

Taylor Pfaff

02-16-21 7:30-8:30PM

KMEA Jazz Up Your Classroom: Sing, Say, Dance, and Play-with Jazz! by James Eldreth

James Eldreth says that he uses boomwhackers to create a walking bass line. They are very cheap and fun to use for the students. Each pitch has a different color and once the color that they have shows up on the screen, they play the boomwhacker on the floor which then

makes a sound. In his classroom he also uses other instruments as well such as a triangle, tambourine, egg shakers, and also he adds a melody that he plays himself normally on the recorder. Then once the students heard the bass line with the melody, he moves the bass line to the piano and has the kids sing the melody. One unique way that he uses to add jazz into a classroom is by how he created his own xylophone with blues keys and he lets the kids improvise on the instrument which helps build creativity. In this setting, he adds in bass ukulele and soprano ukulele and from there you can add whatever instrumentation your students want. Never shut down creativity!

Taylor Pfaff

02-17-21 4:30-5:30PM

KMEA Google Classroom and the Performing Ensemble by Spencer Sullivan

In google, you can type each student's email to invite them into the classroom. From there, there are different assignments that you can create for students. To organize google classroom you can use topics as well as something called a stream that looks like a social media platform and is very cluttered therefore organizing in the classwork topics will help students navigate the platform better. He made an assignment using the game "among us" and put the worksheet into a google sheet and a pdf for the instructions. Some of his students go into the google classroom and delete the assignment to get out of doing it but the file is still there and you can see who has done the assignment and see who deleted it. It is important to invite your parents to the google classroom because if you do so, parents will receive student summaries about what they have done or haven't done. Before flipping a classroom: Make sure your students have the resources at home in order to have online schooling, design content so that it connects to the concepts in your ensemble(s). You should also keep your content S.I.M.P.L.E: Short, Interesting, Meaningful, Planned, Linked, and Easy. What's also great about google classroom assignment where students play is that you can leave an audio message back to the students providing feedback instead of them having to read it which makes the comments more personal.

Taylor Pfaff

02-17-21 5:40-6:40PM

KMEA I Just Learned a Folk Song. What's Next? by Christa Jones

She created a folk song book that incorporates different countries' songs and she said that it is our duty as teachers to use songs that don't discriminate or show bias. If she is teaching a native song she makes sure that she explains to the students that it is authentic and she tries her best to say things correctly. In her classroom she gives them time to work together to create a rhythm beat and words to then bring all the groups back together for a full performance and say what form they should use such as for the A section do they want the game going as they sing or just sing. The students cannot do any hand clapping games with other students due to covid therefore she created a fun way to move around without touching anyone. She then shared a little poem from India and played a game on zoom so everyone has a number and when their number

is called they turn their camera on. It is a great way to engage over zoom and get class participation.

Taylor Pfaff

02-17-21 6:50-7:50PM

KMEA Exploring Musical Challenges Through Dalcroze and Orff by Chris McDowell

Dalcroze is a great way for students to feel the music and understand how to connect with the music. Dalcroze is matching the sounds you hear with your feet and follow any kind of dynamics. It is important to let the music teach the kids not you. Therefore he explained how he gives small instructions and just lets the kids find their way through the music finding their own expression. Dalcroze quick reactions can be used with a mixed meter by using your feet for low notes and hand claps for high notes. He explained that your first time trying dalcroze will be slightly frustrating at first but it forces your brain to really listen and understand how your body is moving and connecting with the music. I think I would love to use this in my own classroom as a teacher as a way to get my students to connect to the music.

Taylor Pfaff

02-17-21 4:30-5:30PM

KMEA Strategies for Teaching Exceptional Learners... and We're All Exceptional by Julie Dye and Jackie Shamblen

Julie Dye and Jackie Shamblen started by talking about if a student feels safe they will begin to take risks and build confidence overtime. They referred to their concepts as rifles, shotguns and magnets. The rifles are direct topics and information, shotguns are things that allow for opportunities to take things further, magnets are a place to organize information and to put new information in. It is important to remember that we all see things differently and even the little small things matter to students. It is also important that as educators we set small goals for students and ask your students their interests and bring them to the administration. She had a student who really wanted to play a specific instrument and she fought for that student to get that instrument and when the student got it the instrument he thrived.

Taylor Pfaff

02-18-21 4:30-5:00PM

KMEA District 8 Meeting by John Johnson

They congratulated people for the awards they have received through KMEA. Then they read through reports but no one really had anything to report which is probably due to COVID. It was interesting to watch how this meeting worked. I have been in clubs that work similarly to this such as my 4H club and currently, I am in Morehead State Percussion Club where we operate just as they do with our executive committee, old business and new business, as well as voting on things by saying "I make a motion" and another person needing to say "I second the motion".

Taylor Pfaff

02-18-21 5:10-6:10PM

KMEA Learning From the Masters: A Round Table Discussion by DuWayne Dale, Lowell Graham, and Scott Jones

They took turns answering questions and started by answering a question by saying that the audience is important and you need to take care of the audience as well as the ensemble. Then Lowell Graham gave advice about military bands by saying to always complete your education, to understand the value of life and maturity and by doing so you will represent something bigger than yourself. The next thing was about sight reading and that is you can't count it, you can't sight read it. Going to university is about having students become independent in their own journey. There is a book called "Teaching Rhythms, Intelligent Music Teaching" by Robert Duke that they recommend reading. Middle school directors are so important to developing the right skills therefore they believe that we need great middle school teachers in schools. Then Dr. Graham gave a story about how everyone needs to have Stars and Stripes forever in their repertoire because it is a great piece that is used a lot. They said that it is also important to remember that flexibility is the key to success and that music education will never be static and is about humanity.

Taylor Pfaff

02-18-21 6:20-7:20PM

KMEA What Now? A Field Guide for Teaching the Unexpected by Curtis Moss and Sam Adams

To gain more students and recruit, it is important to go support your students in their other extra curricular activities. It is also important to always have a growth mindset. A great resource is a book called "Yes You Can - The Band Directors Guide to Teaching Choirs". To gain more information make sure you ask questions like crazy and reach out to people you know for help. Also understand that choir kids learn and understand music differently. Then they moved onto teaching piano by saying that you should start with C not A and to think about it in black key groupings. Then onto acoustic guitar and the string names being EADGBE and a saying for this is Eddie Ate Dynamite Good Bye Eddie.

Taylor Pfaff

02-18-21 7:30-8:30PM

KMEA Hand Drum and Small Percussion Basics by Rob Amchin

He used poems to provide emphasis on certain things to develop rhythm and with covid he had a saying where he would say "please go and wash your hands" in rhythm. He would use multiple instruments to find good rhythms for things. I really enjoyed his engaging tone which was very motivating and inspiring. What I found was very great about him was that he incorporates some humor by everytime that he would want to introduce a new instrument he

would throw it down and say “I throw that down” and mention that he will clean it tomorrow. He also has made his own instruments such as his guiro which I found very intriguing.

Taylor Pfaff  
03-20-21 9:00-12:00PM  
KAKE Spring Workshop

Taylor Pfaff  
02-07-21 3:00-4:00PM  
Teaching Lesson #1, Rudiments

Taylor Pfaff  
02-28-21 1:00-2:00PM  
Teaching Lesson #2, Circle of Fifths

Taylor Pfaff  
03-14-21 3:00-4:00PM  
Teaching Lesson #3, John Cage

Taylor Pfaff  
04-06-21 12:30-1:30PM  
Teaching Lesson #4, Time Signatures

Taylor Pfaff  
03-16-21 7:00-8:00PM  
Zoikates “Transposition in Middle and High School”

Taylor Pfaff  
03-23-21 6:00-8:00PM  
Pappas “Selecting Repertoire and Method Books for Oboists in your Band Program”

Taylor Pfaff  
02-09-21 6:00-8:00PM  
Paise “New Teacher Discussion Panel”

Taylor Pfaff  
02-23-21 6:00-8:00PM  
McGillicuddy “Improvisation at the Middle and High School Level”

Taylor Pfaff

03-02-21 6:00-7:00PM

Dale "Professionalism for the Music Educator"

Taylor Pfaff

03-16-21 6:00-7:00PM

Mensink "Helping Students Overcome Performance Anxiety"

Taylor Pfaff

03-16-21 6:00-8:00PM

Detweiler "My New Job Includes Teaching Middle School Choir"