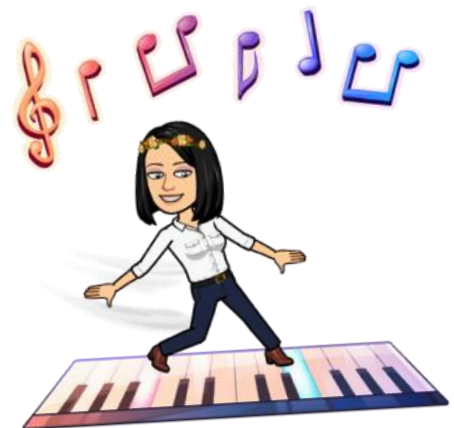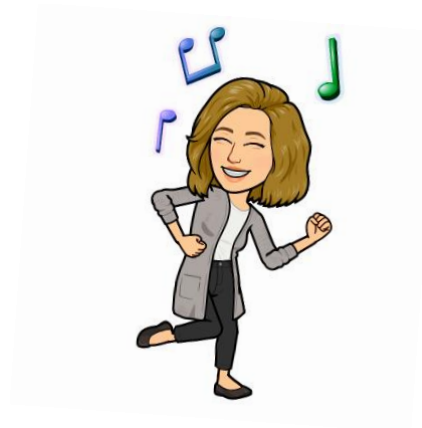# Music Units for September 2020
SD57 Stage 2 Restart Plan

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General Covid Considerations for Music Classrooms

"Cancelling music classes should never be an option"(Guidance for Music Classes, p. 5)
Please note:
"This document is not intended to replace or contradict the guidelines issued by the BC Centre for Disease Control, the Provincial Health Officer, Provincial Health Ministry, and/or the Provincial Ministry of Education or other government agencies regarding protocols on safety or how schools should operate during the COVID-19 pandemic" (Guidance for Music Classes, p.2).

Classroom Setup Considerations
- **Entering/Exiting**
  - Line up spaced out
  - Call kids up to line up one at a time, wipe instruments at same time
  - Consider a separate enter and exit door, if possible "one-way traffic patterns for entry and exit" Guidance for Music Classes p. 17).
  - If 2 separate doors are not available, have the next class wait on opposite wall in the hallway while the current class exits.
- **How/Where to Sit**
  - "When in learning groups, physical contact is minimized." (SD57 Restart Plan, p. 15)
  - "When students interact outside of learning groups physical distancing of 2m" (SD57 Restart Plan, p. 15).
  - Seating should be assigned and distanced where possible.
  - Use coloured duct tape to mark floor sit spots. If you don't want tape on the floor consider hanging from the ceiling to show where their seats are.
  - Avoid circle formation when singing
  - If using common area tables, desks, calm-down corners, etc. in your room, use a red sign after students use it to show that it needs to be cleaned/green sign after it has been disinfected
  - Create extra floor space. Put away risers, moveable stages, unused instruments, unused materials. This will enable the much needed extra space for physical distancing. (Guidelines for Music Classes, P.22).
- **Instrument Care**
  - Number or assign instruments if possible (I.e. ukuleles, guitars, djembes).
  - "Equipment/tools can be numbered and assigned to a student to avoid sharing" (SD57 Restart Plan, p. 15).
  - Wipe down after each use (request spray bottle from custodian, use their cleaning solution or your own)
  - Have a "used instrument" bin/spot to put instruments when you can't wipe them right away
  - Leave spot for wooden instruments that shouldn't be wiped often (for marimbas or xylophones have students ONLY touch mallets and then you only need to wash the mallets. "Shared tools should be cleaned at a minimum of two times daily" (SD57 Restart Plan, p. 15).
  - If teaching recorder – students must have their own personal one and will face forward when using. Student will take their own recorders home to clean on their own.
  - "Sterisol germicide solution can be safely used on plastics, hard rubbers, and metals... Isopropyl alcohol wipes, with at least 70% isopropyl alcohol are safe for most materials..." (Guidance for Music Classes, p. 19).

- **Singing**
  - Face forward "sing face forward...not in a circle or facing each other" (Guidance for Music Classes p. 14).
  - Soft/medium volume
  - If using shouting voice or loud volume have kids put their elbow in front of their mouth to "catch" germs.
- **Game adaptations**
  - Ways to Choose without Touching "...avoid physical contact" (Guidance for Music Classes p.11).
    - Pointer finger
    - Flashlight
    - Teacher/student call name
    - Teacher calls student's name and student echoes back (use different voices for added engagement: speaking voice, singing voice, whispering voice, low/high voice etc.)
  - Partner games
    - students can have ghost partners
    - Instead of circle or facing, do side by side
    - If you usually use a manipulative, try using plastic/laminated picture instead of stuffy/object for easier cleaning
- **Performance Opportunities**
  - Classes within the same cohort can perform for each other
  - Record performances for families and alternate cohorts to view
  - Each class can be recorded individually and collated into one recorded performance
  - "Inter-school events, performances, festivals are not allowed at this time" (SD57 Restart Plan, P. 12).
  - "Schools should seek virtual alternatives for larger gatherings and assemblies" (SD57 Restart Plan, P. 13).
  - "Where possible make use of outdoor space and site specific performance spaces that allow for physical distancing" (SD57 Restart Plan, P.17).
  - "Avoid sharing costumes/props" (SD57 Restart Plan, P.17).
  - "When in-class performances are viable, prerecord students' performance and host an online viewing party" (Guidance for Music Classes, P.39).
  - "Host a concert where small groups are positioned around the school, or an outdoor venue, and audience members can walk by and listen without congregating" (Guidance for Music Classes, P.39).

  REFERENCES
  - SD57 Restart Plan. https://www.sd57.bc.ca/Documents/SD57%20Stage%202%20Restart%20Plan.pdf
  - Guidance for Music Classes in British Columbia During COVID-19. https://7fd068f4-68ea-47f4-b927-7d1f32730842.filesusr.com/ugd/e89cf1_29d484fe08cb4becb025ec5978c0928a.pdf

K/1

Themes: Routines Safety Getting to Know You	Activity Suggestions	Adaptations/Covid Considerations
Week 1 *I can use my speaking and singing voice*	Songs • Higgelty Piggelty (speaking voice, singing voice) • <<Audio Recording.wav>> • Mountain Top Monster (Musicplayonline Grade 1 #2) • Germs (Musicplayonline K #58) Chants • Cookie Jar (Musicplayonline K #8) • Open Them, Shut Them (Musicplayonline Pre-K #20) or second version (see lyrics here) • This is my speaking voice (Musicplayonline K #7) Routines/Expectations for Music Class • Welcome Song • S-T-O-P (hands in front lineup song – see video to learn) Books • Pete the Cat Rockin' In my School Shoes – James Dean	At your spot expectations • Hands to self • Singing direction • Give me 5 (body scan) eyes watching, ears listening, mouth closed, hands in lap, criss cross applesauce Circle games, when possible, can happen in regular sit spots Instead of passing an item (eg. Bumblebee in Higgelty Piggelty), teacher can point at next person (using their finger, a pointer stick, or a flashlight, a "magic wand" with a fun, fuzzy character on the end) When singing any songs, make sure students face a forward direction (all students facing the same way, eg. To the front of the class) When doing songs with actions, having students do individual actions when possible and no partner actions (eg. Hand clapping, shaking hands, etc) If using a manipulative (eg. A laminated plate of cookies in the Cookie Jar game), make sure it is wiped down and sanitized before giving it to another student How to lineup spaced out (see S-T-O-P song video) If using shouting voice have them "catch" it in their elbow to teach

		about not spreading germs into the air. When readings stories, use a document camera when possible so that spaced out students can see. Only teacher touches the book.
Week 2 *I can move safely in the music room*	Greeting without touching video Movement Songs • Hop Old Squirrel (Musicplayonline Grade 1 #17) • Follow, follow me (Musicplayonline K #9) Movement listening activities • Listen and Move (different ways to move around the room) • Sam the Robot Man (Musicplayonline Grade 1 #5) • Walk/Stop (adapt different levels of difficulty for older kids) (Video) Books • We're Going on the Bear Hunt – Michael Rosen & Helen OxenburyVideo	When doing songs/games where you move around the room in a line or freely, make sure students know how and when to step around each other, and remind students to be aware of the space between them If you're not comfortable with students walking freely around your room, you can design "pathways" for them (eg: a student can move from their spot in a straight line, and then back to their spot, or students can walk around their desk/chair if in their own classroom). This will limit students bumping into each other.
Week 3 *I can keep a steady beat*	Movement Song • Dooby Doo (Musicplayonline Grade 1 #1) • Goin' to Kentucky (Musicplayonline Grade 1 #14) • The Grand Old Duke (Musicplayonline Grade 2 #26) Videos • Beat is the Heart of Music (Mic & Luigi) Movement activities • Count and go (Musicplayonline K #3) • Body Percussion echo patterns Books • Crocodile Beat by Gail Jorgensen & Patricia Mullins	In songs, like Going to Kentucky, where a student "leader" does an action that others copy, instead of having them in the middle of a circle, you can choose the leader, students just turn towards them in their own spot and then continue on the song
Week 4 *I know the difference between beat and rhythm*	Movement Song • Choo Choo Train (Musicplayonline Grade 1 #9) Steady beat song • Snail Snail (Musicplayonline Grade 1 #4) Videos • Drummer Pete keeps a beat • Beat is the Heart of Music (Mic & Luigi) (first clap and pat, and then add instruments once they're doing their job)	When using instruments, students have one instrument for the entire class – no trading. Let them know they will have many opportunities throughout the year to play other instruments. Consider how students will move when instruments are handed

	Song with instruments: • Shape Song (Musicplayonline K #22) - Talk about the shapes of different instruments. Students play when the song says their shape of the instrument they have. Books - Knick Knack Paddy Whack by Christiane Engel (Barefoot Books)	out/picked up. If possible have instruments ready at their spots before students enter or have 1 person hand out so there is less movement. At the end of instrument play, students can put instruments in a designated "to disinfect" bin. OR, if possible, teacher/EA wipes while collecting/put away. Eg. While doing individual lining up, teacher can wipe instruments as each student goes up. If possible, if you can leave instruments in between use instead of wiping excessively, it will prolong the lifespan of your wooden instruments.

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Themes: • Routines • Safety • Getting to Know You	Activity Suggestions	Adaptations/Covid Considerations
Week 1 *I can use my speaking and singing voice*	Routines/Expectations for Music Class • Welcome Song • S-T-O-P (hands in front lineup song – see video to learn) • Songs • Concentration (name song Musicplayonline Grade 5 #2) • Germs (Musicplayonline K #58) • Who are you (How to Play Video)	At your spot expectations • Hands to self • Singing direction How to lineup spaced out (S-T-O-P song) Circle games, when possible, can happen in regular sit spots
Week 2 *I can move safely in the music room*	Songs • Poor Little Bug (musicplayonline Grade 2 #6) • Button Factory (musicplayonline K #79) Activities • Walk/Stop (adapt different levels of difficulty for older kids) (Video) Books • Mortimer by Robert Munsch	When singing any songs, make sure students face a forward direction (all students facing the same way, eg. To the front of the class) Pathways • How to move around the room (eg. Forward/backward towards your spot, in a line, away from your spot) • Walk/stop game can teach stepping around someone and being aware of space between people
Week 3 *I can move safely in the music room*	Movement song • Old King Glory (Musicplayonline K #48) have student use pointer instead of tapping on head • Bell Horses (musicplayonline Grade 2 #13) - adapt so that students do the race socially distanced – see kids demo. • Third Base Coaches Dance (musicplayonline Grade 3 #15 - See kids demo Activities) • Poison rhythm (Musicplayonline games) - pick a rhythm, have students repeat any rhythm you clap, but if they clap the poison rhythm, they lose	Circle games, when possible, can happen in regular sit spots
Week 4	Songs • Dr. Knickerbocker (musicplayonline K #17) - add instruments to keep the beat when counting 1-9.	When singing any songs, make sure students face a forward direction (all

| I can sing with others

I can use the instruments properly | • I Like Singin' (musicplayonline Grade 3 #1 – add instruments)
• Shake the Papaya musicplayonline Grade 3 #11) - add instruments.
Activity
- Roll music dice (or pick a random card with either a ta, ti-ti, or rest). Kids try to guess what it's going to be (ta = touch head, ti-ti = bottom), if they're wrong they sit down. If it's a rest, everyone's back in. Record rhythms as you play, and then the last person standing can play it on an instrument, or choose an instrument for everyone to play together. | students facing the same way, eg. to the front of the class) |

4/5

Themes: • Routines • Safety • Getting to Know You	Activity Suggestions	Adaptations/Covid Considerations
Week 1 *I can make a safe learning environment* **safe learning meaning both physically safe, and being respectful of others and the learning process*	Hello Beat Chant ([BEGINNING OF THE SCHOOL YEAR ACTIVITIES // first day of music class](#)) Activities • Walk/Stop (adapt different levels of difficulty for older kids) [(Video)](#) • Check my Beat [(Video)](#)	Circle games, when possible, can happen in regular sit spots. If circle game doesn't involve singing (eg. Check my beat), you can still do it in a (as big as possible) circle
Week 2 *I can actively and appropriately participate in group songs.*	Songs • Donkeys Love Carrots (Musicplayonline Grade 3 #50) • Long legged sailor (one version on musicplayonline – [see this video for second version)](#) Activities • Sevens - rhythm warmup [(see video of how to play)](#)	When singing any songs, make sure students face a forward direction (all students facing the same way, eg. To the front of the class)
Week 3 *I can demonstrate safe movement in the music room and respectful use of materials.*	Movement song • Plainsies Clapsies - use bean bags instead of partners/ball (musicplayonline Grade 3 #6) Activity - Pass the beat around the room game [(video)](#)	Leave beanbags to sit for a 24 hours after use Circle games, when possible, can happen in regular sit spots. If circle game doesn't involve singing (eg. Pass the beat), you can still do it in a (as big as possible) circle
Week 4 *I can perform a rhythmic pattern.* *I can demonstrate safe and respectful use of instruments.*	Movement songs • Chester (Musicplayonline Grade 4 #6) • Topnotcher (Musicplayonline Grade 4 #14) Songs • Four White Horses - with rhythm sticks [(see video)](#) • Waddallyacha - with rhythm sticks (Musicplayonline Grade 5 #88)	For games like Four White Horses, you can use rhythm sticks and have students click them together from the sides instead of straight on (see demo video). Boomwhackers are a great instrument to use (eg. You can can rhythm sticks or boomwhackers for Waddallyacha) - the plastic is really easy to wipe down. Make sure you don't pass along the instruments – choreograph individual adaptations instead of passing them to another person on the beat.

6/7

Themes: • Routines • Safety • Getting to Know You	Activity Suggestions	Adaptations/Covid Considerations
Week 1 *I can make a safe learning environment* **safe learning meaning both physically safe, and being respectful of others and the learning process*	Activities • Walk/Stop (adapt different levels of difficulty for older kids) (Video) Chants • Boom Chicka Boom (Musicplayonline Gr. 5 #5) Covid Music Project • Teacher shares a song that has a personal meaning to them related to keeping them positive through Covid - look at lyrics together, listen to song, pick out a few important lines - (good song example: Life Gets Better by Don Amero in the Indigenous Singers of Canada book - with rhythm play alongs)Video	This Covid Music Project is an accelerated version. You can adapt as necessary (e.g. the first three weeks could be the teacher modelling how to do a song analysis and on the fourth week giving students 5 songs to choose from to do their own analysis of. Then working up to them researching their own choice of song). https://www.songfacts.com/ and https://songmeanings.com/ are resources that students can use to help them see what other people think of their song.
Week 2 *I can explore relationships and belonging through music.*	Covid Music Project • Students can find a song that they connect to (re: uplifting through covid), print the lyrics and reflect on a few lines (or reflect about what makes that song special) Activities: • Look at the play along version of "Life gets better" (first few sections) • Stand/sit in a circle. Each student claps one note in the rhythm pattern. Ta=pass to next person. Titi=reverse direction. Tikatika=Skip the next person. Start elimination if they make a mistake. Can do this with body percussion or hand drums/rhythm sticks.	In-class research: students use own headphones, wipe down laptops after use **OR** students can do this research as "homework".
Week 3 *I can explore relationships and belonging through music.*	Activities • Pass the beat game (video) Covid Music Project • Students can share their songs that they chose • Do full play along with instruments to "life gets better"	

| Week 4

I can explore relationships and belonging through music. | Covid Music Project
• Students compose own playalong to chorus of their own covid song (choose instruments, write out music if students are at that level, extensions: write different rhythms for different parts [eg. A, B, C]) | |