

Mrs. Emery-Dumas
General Music

Classroom Management Plan & Handbook

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General

Class schedule

Lesson schedule

Class lists

Seating charts

Item inventory

Class Schedule

	8:35-9:25	9:25-10:13	10:15-11:03	11:10-11:58	12:00-12:48	12:50-1:38	1:40-2:28	2:35-3:23
Monday	PLAN	Y5	4th	3rd	Lunch	K	1st	2nd
Tuesday	PLAN	5th	4th	3rd	Lunch	K	1st	2nd
Wednesday	PLAN	5th	4th	3rd	Lunch	K	1st	2nd
Thursday	PLAN	Y5	4th	3rd	Lunch	K	1st	2nd
Friday	PLAN	5th	4th	3rd	Lunch	K	1st	2nd

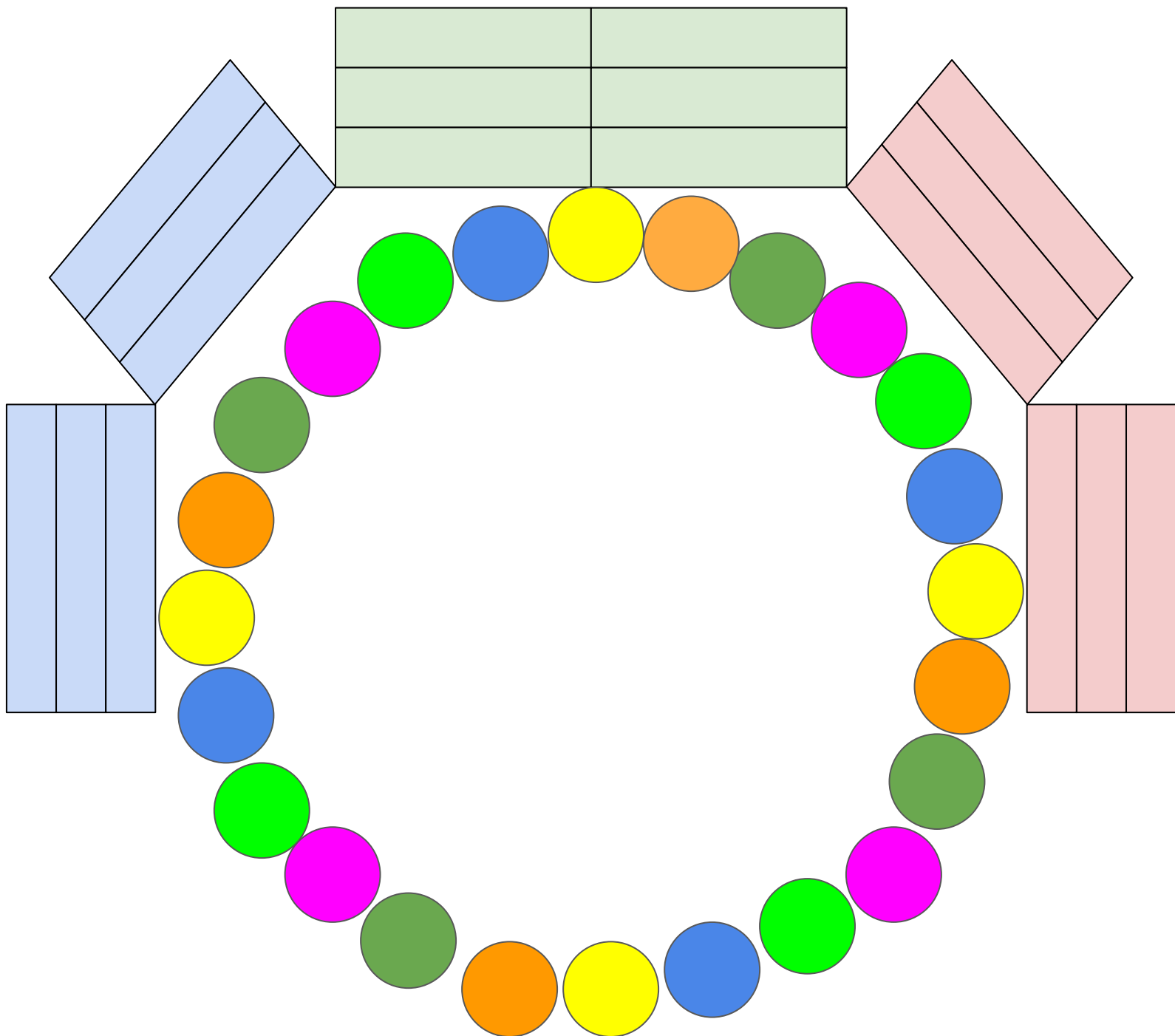
Lesson Schedule

- Hello Song
- Pitch Exploration (Vocal Warm-up)
- Song Fragments (Echo Songs/Call and Response)
- Simple Songs
- Arioso ("I speak like this, I sing like this...")
- Movement Exploration (Movement Warm-up)
- Movement for Form and Expression
- Beat Motions
- SongTales
- Line Up & Review Prelude Points

Class List

[illegible]

Seating Chart



Item Inventory

[illegible]

Procedures

School rules

Greetings & starting class

Materials, bathroom, asking questions, etc.

Class discussions

Transitions & attention

Instrument procedures

Classwork

End of class

Rewards

Zones Center

School Rules: The 3 Bees

- Bee safe!
- Bee respectful!
- Bee responsible!



Greetings & Starting Class

- Students will enter the room silently and find their assigned seats while music plays.
- Once all students have sat down, Mrs. Dumas will greet them with the question of the day and the hello song.
- Class begins!

Materials, Bathroom, Asking Questions, etc.

Materials

- Mrs. Dumas will lay out the required materials and call a small group of students up to take what they need.
- Students should wait silently while others get each item.

Bathroom

- There is a bathroom pass at the front of the room above a small whiteboard (next to the door).
- When a student needs to use the restroom, they may take the pass and write their name on the whiteboard. They do not need to ask for permission.
 - Exception: Students may not go during assessments until they have turned in their paper.
- Once a student returns from the bathroom, they must erase their name from the whiteboard and replace the pass.

Asking Questions

- If a student has a question to share with the entire class, they must raise their hand and wait patiently to be called on.
- If a student has a question that they would prefer to ask privately, they may write it on a piece of paper and submit it to the "Question Jar" on the front desk.
 - Once students have been given a task, I will review the submitted question(s) and speak with the student individually.

Class Discussions

Think-Pair-Share

- After a question or prompt has been displayed, students may find a partner of their choice to discuss together.
- I will watch the clock to give students 30 seconds to converse.
- After the allotted time, each pair will have a chance to share their ideas by raising their hands and waiting to be called on.
 - If another pair has something to add in response to this, they may do so RESPECTFULLY.

Individual Sharing

- After a question or prompt has been displayed, students will have 30 seconds to think about it.
- After the allotted time, a handful of students will have the chance to share their ideas by raising their hands and waiting to be called on.
 - If another student has something to add in response to this, they may do so RESPECTFULLY.

Transitions & Attention

Transitions

- While transitioning, students are expected to have their voices at level zero unless instructed otherwise.
- If students have an instrument in their possession during a transition, they are expected to hold it SILENTLY.
 - If I hear a student play their instrument when they aren't supposed to, I will issue a warning. If it happens again, the student will lose the privilege of playing the instrument for the rest of the activity.
 - They are still expected to participate if this occurs. For example, they can air-drum, finger along if we're using recorders or ukuleles, etc.

Attention Getters (Call & Response)

- Peace - quiet
- Move my feet - back to my seat
- Holla - back
- 123 - eyes on me
- Sol, fa, mi, re, do - here we go

Instrument Procedures

Before receiving any instrument, students must have clean hands!

Barred Instruments

- Students will take the mallets from the front of the room.
- If we are using small instruments like glockenspiels, students will take them from the front of the room back to their seats.
- If we are using large instruments like bass xylophones, I will have already set them up ahead of time.
 - Students will move their bodies TO THE INSTRUMENT.
- When we are finished, students will return their instruments (if small) and mallets. They will then sit quietly in their seats for their next instructions.

Drums

- Mrs. Dumas will pass out and collect drums as they have to be handled very carefully.

Auxiliary Percussion

- Students will take the instrument (and mallets if necessary) from the front of the room.
- After playing, students will return their instrument to the proper bin and head back to their seat for their next instructions.

Boomwhackers

- I will place the necessary boomwhackers at the front of the room.
- When called on, students will choose which instrument they want.
- After playing, students will return their boomwhackers and go back to their seat for their next instructions.

Recorders

- Students will bring their own recorders to class and place them next to their seat until instructed otherwise.
- When prompted, students will pick up their recorders and wait quietly in resting position until it's time to play.
- After playing, students will return their recorders to resting position.
- Remind students to TAKE THEIR RECORDER WITH THEM at the end of class!

Ukuleles

- I will tune the ukuleles each day before school.
- Students will take the ukulele labeled with the same number that corresponds with their classroom and head back to their seat.
- Students MUST wait quietly with their instrument in resting position until it is time to play.
- After playing, students will return their ukulele to the appropriate mount and go back to their seat for their next instructions.

Classwork

- Students are expected to complete ALL class assignments to the best of their ability. This includes, but is not limited to, participation in singing, moving, and playing; completing listening glyphs; writing reflections; creating compositions; etc.
- If a student chooses to not participate in class, they will be issued a warning.
 - If the behavior continues, extra support will be contacted.
 - If a student STILL chooses to not participate, I will contact home.

Ending Class

- Students will quietly line up based on the prompt of the week. (Color of shirt, birth month, number of siblings, etc.)
- Once all students are in line, we will go over our reward points for the lesson.
- As students leave, they have the option of a hug, high five, fist bump, or wave, each which must be initiated by the student.

Rewards

Prelude Points

- Prelude (noun): an introductory movement of a piece of music.
- We call these Prelude Points because ALL members of the class need to follow the expectations below BEFORE we can have a successful music class.
- Each class may earn up to 5 Prelude Points each week.

How do you earn Prelude Points?

- Enter quietly.
- Bee safe.
- Bee respectful.
- Bee responsible.
- Line up quietly.

What are Prelude Points for?

- Prelude Points may be redeemed for various rewards!
 - 25 PP: Class selected activity for HALF of a class period.
 - 45 PP: Class selected activity for ENTIRE class period.
 - 50 PP: Miss Emery will perform a concert for the class, including her own original music! (Lasts an entire class period.)
- Each class may choose when they want to redeem their Prelude Points.
 - If they want to use them as soon as they reach 25 PP they can, or they may choose to save them for a larger reward.

Zones Center

At the back of the room, students will find our Zones of Regulation Center. There is a comfy beanbag, a bin of tools, and posters to help them regulate their emotions.

When might a student use the Zones Center?

- When they need a break to refocus their energy on learning.
- When feeling over stimulated.
- When feeling sad.
- When directed by the teacher for behavior management.

How do students use the Zones Center?

- Identify which zone they are in.
 - Blue: sad, bored, tired, sick.
 - Green: happy, focused, calm, proud.
 - Yellow: worried, frustrated, silly, excited.
 - Red: overjoyed/elated, panicked, angry, terrified.
- Choose a tool to help regulate themselves back to the green zone.
- Set the timer provided in the tool bin.
- Once the timer goes off, reevaluate their zone.
- Rejoin the rest of the class when ready.



Blue Zone

Sad - Bored
Tired - Sick



Green Zone

Happy - Focused
Calm - Proud



Yellow Zone

Worried - Frustrated
Silly - Excited



Red Zone

Overjoyed/Elated
Panicked - Angry - Terrified

Grown-Up Contact

Monthly newsletters

Parent-teacher conference form

Grown-up communication log

Referrals

Take Note

- Take Note is the NEW monthly newsletter that will be sent out to families each month!
- It will be sent as a Google Slides link on ClassDojo.
- It will include...
 - Objectives and goals of each class
 - Special dates
 - Spotlights in music
 - Monthly themes
 - Anything else that is new and noteworthy!

Parent-Teacher Conference Forms

Student:		Date:	
Grown-Up:			
Teacher Comments:		Grown-Up Comments:	

Student:		Date:	
Grown-Up:			
Teacher Comments:		Grown-Up Comments:	

Grown-Up Communication Log

Student:		Date:	
Grown-Up:		Form of Communication:	
Teacher Comments:		Grown-Up Comments:	

Student:		Date:	
Grown-Up:		Form of Communication:	
Teacher Comments:		Grown-Up Comments:	

Referrals

Minor Behaviors

- Inappropriate verbal language
- Physical contact
- Defiance, disrespect, non-compliance
- Disruption
- Property misuse
- Other

Major Behaviors

- Abusive language
- Fighting/physical aggression
- Overt defiance
- Bullying/harassment
- Disruption
- Lying/cheating
- Theft/forgery
- Vandalism
- Other

Referral Form Directions

1. Write the student's first and last name
2. Write the date and time of incident
3. Write the classroom teacher's name
4. Circle the student's grade and if they have an IEP, 504, or BP
5. Your name goes by "Referring Staff"
6. Mark the location of the incident
7. Mark which behavior matches the incident
8. Mark the possible motivation
9. Use the consequence matrix to determine which consequence the student will receive
10. Mark who was involved in the incident
11. Describe the incident in the comment section
12. Contact parent/guardian
13. Put referral form in classroom teacher's mailbox

Student Growth

Methodologies

Power standards & “I can” statements

Student growth data

Performances

Methodologies

Feierabend	<ul style="list-style-type: none">➤ Tuneful➤ Beatful➤ Artful
Boardman	<ul style="list-style-type: none">➤ Generative approach➤ Enactive → Iconic → Symbolic
Dalcroze	<ul style="list-style-type: none">➤ Eurythmic movements➤ Improvisation
Orff-Schulwerk	<ul style="list-style-type: none">➤ Say → Sing → Dance → Play
Kodaly	<ul style="list-style-type: none">➤ Solfege➤ Hand signs➤ Moveable Do

Power Standards

Young Fives

- I can identify the four voices.
- I can mirror the movement of a leader.
- I can clap the syllables of my first name.

Experiences:

- Songs & speech pieces
- Body percussion

Kindergarten

- I can copy movement patterns of the leader.
- I can sing with a high, light voice.
- I can participate in various beat activities.

Experiences:

- Song & speech pieces
- Body percussion
- Rhyming lyrics

1st Grade

- I can read short and long sounds.
- I can respond to high and low pitches.
- I can experience various non-pitched percussion instruments and their timbres, including hand drums, guiro, triangle, woodblock, cowbell, and tambourine.

Experiences:

- Four levels of body percussion

2nd Grade

- I can experience music from a variety of genres, including folk, multicultural, patriotic, seasonal, and cross-curricular.
- I can show the steady macro and micro beat with my body.
- I can show music with flow.
- I can draw a quarter, half, and eighth notes both single and beamed both alone and on the staff.
- I can draw quarter and half rests both alone and on the staff.

Experiences:

- Pitched percussion
- Ostinato
- AB form

3rd Grade

- I can identify whole notes and rests, half notes and rests, quarter notes and rests, dotted half notes, single eighth notes, beamed eighth notes in groups of two, and beamed sixteenth notes in groups of four.
- I can read and notate rhythmic patterns.
- I can read and notate melodic patterns.

Experiences:

- Dynamics
- Meter
- Genre

4th Grade

- I can name notes on the lines and spaces of the treble clef.
- I can classify pictures of 20 orchestral instruments into their instrument families.
- I can complete a measure using notes and rests in a variety of ways in $\frac{3}{4}$ and $\frac{4}{4}$ meter.

Experiences:

- Playing notes on the recorder
- Theme & variations
- Rhythmic rounds
- Genre

5th Grade

- I can match the term to the definition of 12 music vocabulary words.
- I can aurally identify eight beat rhythmic patterns.
- I can aurally identify melodic patterns.

Experiences:

- Playing notes on the recorder
- Score analysis
- Band/orchestra instruments & choral voice parts
- Genre (including Jazz)

Student Growth Data

- The student growth data form can be found in Google Drive by simply searching, “Student Growth Data.”
- Any additional student growth data that is not required by the district may be found in iDoceo.

Performances

- All students in each grade level are expected to attend and participate in school performances, but will not be penalized if they are absent as it is an after-school event.

School Information

[Building map](#)

[Emergency drills & procedures](#)

[Phone numbers](#)

[School calendar](#)

Building Map

Emergency Drills & Procedures

Fire

- Students line up silently.
- Exit to the playground.
- Calmly walk to the predetermined meeting point and count students.
- Wait until given the all clear to return to the building.

Tornado

- Students sit lined up against the wall away from the windows.
- Bring a book for prolonged tornado warnings.
- All children should remain quiet so that all warnings will be heard.
- Students should sit facing the wall with heads down and books/arms over their head.
- Wait until given the all clear to return to regular classroom procedures.

Active Shooter

- Follow ALICE
 - Alert
 - Lockdown
 - Inform
 - Counter
 - Evacuate

School Calendar

August

September

October

November

December

January 2023

February

March

April

May

June