



Teaching Artists' Guide to
Addressing Social & Emotional
Learning in the Classroom

July 2019

Introduction and Glossary

Character Components

Harmony Project has identified six areas of social emotional learning that we will emphasize throughout a student’s career in our programs.

1. Responsibility
2. Commitment
3. Community
4. Self-Discipline
5. Resourcefulness
6. Attitude

In 2011, through student focus groups, and subsequent work by a team of HP program managers and teachers in LA, HP stakeholders identified these six character components as the most critical. These concepts became the different categories on the character development forms used to assess student progress twice each year. The character and musical progress forms together show a holistic view of the development of students in our program.

In 2019, the Music Ed Team, comprised of affiliate members and the national office, reviewed these concepts against a survey of research around Social and Emotional Learning (SEL), and felt that they comprehensively addressed the different components of SEL (self-awareness, self-management, social awareness, relationship skills, responsible decision making):

Social and Emotional Learning Concept	Harmony Project Character Concept
Self Awareness	Resourcefulness, Attitude, Commitment
Social Awareness	Responsibility, Community, Commitment
Relational Skills	Community, Commitment, Attitude
Responsible Decision Making	Commitment, Community, Responsibility
Self Management	Self Discipline

The work of the team then shifted to: **How can we help Teaching Artists (TAs) reinforce these concepts as part of musical learning, and be very intentional about SEL in the musical classroom in an organic way that complements musical learning in a group context?**

This document approaches these six character traits from different angles, broken into the following categories.

1. Student Expectations

- a. Examples of model student behavior
- b. How the character components are defined on the student progress forms

2. Teaching Artist Expectations

- a. The ways Teaching Artists demonstrate Harmony Project's model of teaching and learning for the students
- b. Specific ways that Teaching Artists can model behaviors that define the six character components

3. Classroom Management

- a. Referencing specific character traits
- b. Prompts (scripts) that promote the desired behaviors
- c. Classroom procedures that reference character component or that teach/reinforce the student expectations/behaviors relevant to that character trait

4. Musical Activities

- a. Examples of ways TAs can organically weave character/SEL into the music teaching they are already doing
- b. Musical activities specifically designed to foster SEL

5. Reflection Prompts

- a. What conversations can TAs facilitate during class to put onus on students for peer-to-peer learning?
- b. How can students and TAs work collaboratively to foster SEL?
- c. How can we help students connect SEL to their lives outside of Harmony Project?

We need your help!

The ultimate goal is to have banks of activities for different developmental stages and musical levels, which could be "crowd sourced" from our network by TAs

Do you have strategies or ideas that would be valuable to share? Please share them with sarah@harmonyprojectofamerica.org

Responsibility

Student Expectations	Teaching Artist Expectations
<ul style="list-style-type: none"> • has good attendance • is on time • brings materials • takes care of instrument • communicates with parents, teachers, program staff 	<ul style="list-style-type: none"> • has good attendance • arrives early • works with program staff to ensure cohesive sub coverage and provides lesson plans, scores, etc. for sub • communicates with program staff (including prompt replies to emails and voicemails) • attends meetings • ensures that teaching space and materials are treated with respect • logs and submits attendance • ensures that students are signed out at the end of program day (if applicable)

Classroom Management

- Assign classroom jobs/roles to students (set up, orchestra librarian, etc.)
- Ask students to be accountable for signing themselves into class with arrival time
- Clearly communicate classroom expectations proactively (in advance) (hand out at first class or at the beginning of the school year with expectations, teacher contact info)
- Collaboratively write classroom norms/expectations at the beginning of the term/year. There is greater detail about this under “Community”. Some classes may do this more easily when they know one another, and there is an established level of comfort and trust.
- Establish clear classroom routines at the beginning of the year/term and hold students accountable for following them (eg, put your backpacks on the back table, take your instrument out of the case, put your music on your stand and wait to get tuned by a teaching assistant)

Musical Activities

- “When we play it again, can you be RESPONSIBLE for (rhythm, dynamics, the pitches in measure 3)”
- “It’s important to practice your part before ensemble rehearsal. It is how you are RESPONSIBLE to your section and the group”

- Asking concert master, section leaders to take on responsibility (ensuring parts are marked), rotate these roles to build leadership throughout the section

Reflection Prompts

- Spotighting students who display responsibility (being on time, being prepared) and asking them to share successful strategies with peers
- Asking students how they could be on time next time. "What would you do differently if you had a time machine"
- Holding students accountable for their timeliness/punctuality/preparedness and helping them problem solve/brainstorm ways to improve
- Based on what you have learned about responsibility in this class, how can you apply it to your life outside of this classroom?

Commitment

Student Expectations	Teaching Artist Expectations
<ul style="list-style-type: none">• practices regularly at home• works hard and shows effort• never gives up	<ul style="list-style-type: none">• is prepared to teach (plan, materials, etc.)• follows up with parents and program staff re: student attendance and behavior• prioritizes Harmony Project teaching commitments• helps students and families facilitate practice at home• understands that Harmony Project commits to students for their entire childhood

Classroom Management

- Use classroom time to really teach how to practice/the value of repetition (using a dice to give the required number of repetitions of a scale, new technique, difficult passage. etc.)
- Use practice logs to make progress visual, ask parents to sign off on practice logs to engage parents as partners
- Either print out practice instructions or give young students enough time to write down practice plan
- Use parent conferences and parent meetings to talk about the importance of home practice and show practice strategies

Musical Activities

- Giving students practice strategies - using class time to show how to structure practice, giving highly detailed practice instructions (eg, play this for 5 minutes, or play through this piece three times slowly, or play it until you you achieve x goal)
- Make it a game. Create a “practice challenge” for the week, and the winners get a small reward like a sticker.
- Use jump rope chants, or have students make up their own, as they repeat a simple movement (finger taps on a string instrument, changing between different fingerings on a wind instrument, repeated articulations): Cinderella dressed in pink went upstairs to get some ink. How many pieces did she get? One, two, three...
- Take 2-3 minutes and model part of your own practice session. Ask students what they noticed. Repeat the exercise, either with the whole class, or in small groups, with students

modelling part of their practice routine for their peers, while others note and then share their observations.

Reflection Prompts

- What does practicing look like to you? (TA shares their current practice habits, their practice habits as a student and asks students to share their own)
- Teaching students that reflection is an important part of the practice process - setting goals, noticing what went well and what can be better
- Based on what you have learned about commitment in this class, how can you apply it to your life outside of this classroom?

Community

Student Expectations	Teaching Artist Expectations
<ul style="list-style-type: none"> • is kind and respectful to others • contributes to class • helpful • encourages others • mentors other students when possible* • identifies as part of the greater Harmony Project community, school, neighborhood* • knows student code of conduct* • knows other students' names* • knows HP mission & values* <p>*this is not on the student progress forms but the music education team felt it was important to include in this document)</p>	<ul style="list-style-type: none"> • understands that Harmony Project is a community, with a network of support available • cultivates community in the classroom • develops positive relationships with parents, community partners, other teaching artists and ALL students • makes students and families aware of how/when they can easily communicate with TA • creates opportunities for students to mentor one another • creates culture of helpful feedback in the classroom

Classroom Management

- Greet students at the door, and let them pick how they would like to be greeted (ie, pointing to a poster with pictures of options: handshake, hug, high five, etc.)
- Assign roles to young students as they begin in our program (door holder, snack fetcher) so that they understand that contributing to the community is part of our culture. Roles and responsibilities can be structured and adapted appropriately for students' ages.
- Framing classroom management/behavior around community norms
- Work collaboratively with class to establish classroom rules and norms (*Sanford Inspire model gives a guide) increases student accountability. This can be scaffolded as students get to know one another over the course of the semester/year.
- Classroom norms should be very clear, consistent, visible (on a poster), based on actions (not concepts) eg - raise your hand if you have a question.
- Students contribute collaboratively (guided by TA) to develop appropriate consequences for not following the rules. Structure it around privileges (eg, if you want to play this special concert, when do you need to have your part learned?)

Musical Activities

- Students can do a musical check-in: make a sound on their instrument that describes how they are feeling. They can also choose to name the sound/what the sound represents; some students may respond to using a feelings wheel (a color wheel that lists various feelings) and

helping that guide their sound of choice on the instrument; students can also choose to pass. As a variation on this activity: the rest of the group can choose to echo the sound back to the creator.

- Student warm up/reflection - stretching, get in the right headspace, end with eyes closed, ask if anyone is in need of special care that day, they hold up one finger - done confidentially, but the teacher knows to be sensitive with them that day.
- Create program mantra/chant that reflects community values and attitudes (e.g. "We are musicians, we are part of a team, we are held to high expectations, Teacher: "Harmony", Students" "Project", etc") and include as class ritual. Can be melodic/rhythmic or call/response
- Work with program staff to produce performances at important community events (events that students identify as important).
- Students choose repertoire based on their desires, interests, culture, current events, etc. (culturally responsive programming)
- Invite parents into the classroom for an open house, where students take the lead in showing parents what they have learned.

Reflection Prompts

- Peer to peer assessment - students get to be the teacher and give feedback to their colleagues. The TA should frame it by talking about kind and constructive feedback. Students should also have the opportunity to give feedback to teachers and program staff through annual surveys.
- Developing classroom rules or agreements should arise from student centered reflection (eg, what should our orchestra community look like?)
- Harmony Project is free for students, but it is not free. How would you like to pay this forward in the community? Where/with whom would they like to share their music?
- Based on what you have learned about community in this class, how can you apply it to your life outside of this classroom?

Self Discipline

Student Expectations	Teaching Artist Expectations
<ul style="list-style-type: none"> • controls words, actions, impulses and attention • gives their best in all situations • a positive role model for others • understands own strengths and areas of growth* <p>*this is not on the student progress forms but the music education team felt it was important to include in this document)</p>	<ul style="list-style-type: none"> • is a positive role model for others • uses thoughtful language • models techniques to refocus and regulate emotions (individually and as part of classroom management) • gives his/her best in all situations • models positive, proactive classroom leadership • monitors progress toward long and short term goals and communicates this to class in a positive way • owns mistakes and takes responsibility and corrective action • creates and adheres to structured classroom environment and musical syllabus • follows through on commitments made to students

Classroom Management

- Make lesson plan/schedule visible to help students track where they are (and wait until appropriate times to take a break, for example).
- Clear follow-through on rules and procedures. E.g. If a student uses their cell phone while in class, TA must follow through with the previously agreed on “consequences.”
- “Do-over” - acknowledge behavior and give students a chance for a do over with appropriate behavior
- Use of behavior plan in specific situations with individual students to check in on student progress daily and encourage student reflection. Teacher and student tracks progress towards individual goals via a log that is shared with parents. Increase parent buy-in and accountability by having a parent conference to establish behavior plan

Musical Activities

- Encourage good posture when playing instrument: “check in with your body” “How is your posture?” “Is your back straight?” “Bring your violin up to your bow”
- Introduce starting and stopping together as a way to practice self discipline. Make it a game by calling on students to be the conductor. How well can the other students follow?
- Practice following section leader and/or concertmaster. How well can you communicate without speaking? What else can you use to communicate while you are making music?

- Practice giving and receiving constructive criticism in rehearsals and classes.
- “Focus game” - in the context of rehearsal or class, have a student move to the back and make noise - can the other students remain focused despite this distraction?
- “Hot and Cold” game - students use dynamics on their instrument to give aural clues to the student trying to find a hidden object in the classroom
- “Musical Soccer” - creative ability development - students sit in a circle - starting student plays a note or a phrase on their instrument or body percussion or anything improvised, then they “pass the ball” by making eye contact with another student who then takes the musical ball and passes it around. Before you begin, lay out ground rules: no such thing as a mistake, there are no compliments or criticisms.
- In a similar game for younger students, they can pass a ball to practice following directions and passing carefully (e.g. “Pass the ball to the beat ‘til you hear the tambourine” song)

Reflection Prompts

- Starting class with a moment of mindfulness, asking students to set a goal/intention for class that day
- Mirror this by adding in a reflection at the end of class - did you reach your goal? What will you do next time to improve?
- Based on what you have learned about self-discipline in this class, how can you apply it to your life outside of this classroom?

Resourcefulness

Student Expectations	Teaching Artist Expectations
<ul style="list-style-type: none"> • sets and meets goals • finds solutions to problems • learns to listen & communicate well • open to new experiences (specifically in context of HP: singing, composition, dancing, new genres*) <p>*this is not on the student progress forms but the music education team felt it was important to include in this document)</p>	<ul style="list-style-type: none"> • seeks support from program staff and teaching artist colleagues • sets goals for students (individually and as a class) and self • demonstrates receptivity to feedback and new ideas • works with program staff to find solutions to challenges

Classroom Management

- Communicates expectation that students should take initiative to solve problems on their own first, or ask their peers, before going to the teacher (1 -try to solve it on your own 2 - go to person next to you, 3- ask peer mentor 4 - go to teaching artist)
- Creating syllabi with/for students at the beginning of the semester. Questions to ask: what are we going to learn and how will we learn it? How will we know if we succeed?
- Students can earn “expert” badges by demonstrating skills or knowledge in specific areas. They can earn a badge that says “Ask me about bow hold” or “Ask me about time signatures” that lets their peer community know that they are a resource.

Musical Activities

- Create opportunities for students to teach one another in class (eg, with your partners, work on measures 50-55 for the next 5 minutes - help each other figure it out).
- Try dividing ensembles/large classes into chamber ensembles (eg string quartets) to rehearse a specific assignment.
- Introducing new music, and new/unfamiliar styles and genres of music as a way to frame resourcefulness (open to new experiences), encouraging students to join choirs and multiple ensembles (if they are offered at their site/program)
- Introducing other ways to experience music, such as by singing their part, moving their bodies in rhythm, composing, arranging, as a way to introduce resourcefulness.

Reflection Prompts

- Give students a written reflection after a performance as a way to de-brief

	This Time:	To get better:
I	<i>How did I do this time?</i>	<i>What do I need to do to get better?</i>
We	<i>How did we do this time?</i>	<i>What do we need to do to get better?</i>

- To mirror that, give students the opportunity to reflect before performance to set goals
- Ask students to reflect on the music they have been listening to recently, and then discuss with a partner. The results may shape repertoire choices for the class.
- Give students listening assignments – eg, find a piece by a composer who shares your cultural heritage,
- Based on what you have learned about resourcefulness in this class, how can you apply it to your life outside of this classroom?

Attitude

Student Expectations	Teaching Artist Expectations
<ul style="list-style-type: none"> • is honest • has a positive spirit • develops confidence • is patient • accepts others • is willing to learn despite personal challenges* <p>*this is not on the student progress forms but the music education team felt it was important to include in this document)</p>	<ul style="list-style-type: none"> • models optimism & hope • builds culture of acceptance and celebration of differences in others • looks for the best in others • assumes positive intention in others • models patience • helps students build confidence • is open to compromise

Classroom Management

- Lead with empathy in classroom interactions and discipline. Examples:
 - If a student is late, try asking “what kept you from being on time” instead of “why are you late” (assumes student wants to be on time! Assumes positive intention in others)
 - finding one true and specific positive thing to acknowledge about a student so they feel “seen”
- See students as problem-solvers, not problems or “issues” that need to be solved. Engage students as collaborative problem-solvers: “What’s going on in our class /rehearsal? What can we do to fix it?”
- Be mindful of language. Try asking “what happened” instead of “what’s the problem”.
- Model positive spirit and open-mindedness by looking for and noticing the positive in others. Notice and validate students’ positive choices. Notice and validate students’ positive attitude, especially in the face of challenging day/class. Notice and validate students’ effort (over natural talent/ability).
- Encourage students to shift perspective (ie, what would your friend say to you in that moment?) to help to increase empathy for self or for others.

Musical Activities

- Demonstrate the power of “yet,” and the belief in students’ abilities to overcome obstacles (eg, I can tell you worked on this over the week, but the rhythm isn’t quite right yet. I know you can get there - let’s talk about some good ways to practice this.)
- Encourage and praise effort (Carol Dweck: “Mindset”). Examples:

- I notice how hard you must have practiced (add a specific part/concept)
- I notice that (add specific section, concept, etc.) so much better this week - great job!

Reflection Prompts

- Draw inspiration from “The First Days of School” book, which lists 3 essential questions to engage students as collaborative problem solvers: What’s the problem? What’s causing the problem? How are you going to solve the problem? (Puts the responsibility of solving the problem on the student, students in the role of problem-solver)
- Ask students to share their own strategies for self-regulation/mood-changing when they are having a difficult time (ie, a performance is in the near future and some students express anxiety/nerves - ask students in class how do they make themselves feel calm)
- In one on one conversations with students re: classroom behavior, etc. - include the student in the conversation as a partner. Ask what did they actually need from the TA in that moment and how could they better/more appropriately communicate that in the future? (Taking time to find the underlying cause of behavior.)
- Give students reflection worksheets regarding class behavior, their feelings around being in the class, reflections on concerts, etc.
- Encourage students to reflect/process about how they felt before an important event versus after.
- Facilitate students setting their own goals after a performance or playing test – encourages their autonomy, and looking ahead to next challenge
- Based on what you have learned about attitude in this class, how can you apply it to your life outside of this classroom?

**Created by participants of the Music Education High Performance Team from
April – July 2019.**

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With valuable consulting from Sarah Metzler, Director of Foundations for Learning, Horizon Education Alliance.



ASSESSMENT: *INSTRUMENTAL PERFORMANCE*

FIRST NAME: _____

LAST NAME: _____

TEACHER: _____

DATE: _____

PIECE(S): _____

Scoring System

1 - not yet	2 - emerging	3 - proficient	4 - mastery	5 - professional
student can demonstrate skill <i>less than 50%</i> of the time	student can demonstrate skill <i>at least 50%</i> of the time	student can demonstrate skill consistently, <i>at least 75%</i> of the time	student can demonstrate skill consistently, <i>at least 85%</i> of the time	student can demonstrate skill consistently, <i>close to 100%</i> of the time

Score (1-5)

Please comment on significant items.

Technique Técnica		
Notes/Reading Notas/Lectura		
Rhythm/Tempo Ritmo/Tiempo		
Intonation Entonación		
Sound/ Tone Quality Sonido/ Calidad del Tono		
Musicianship Musicalidad		
Improvisation or Composition Improvisación o Composición		
Practice Habits Hábitos de Practica		

See the reverse side for Definitions.

Vea el otro lado de la página para el sistema de puntuación y definiciones.



Definition

Technique: positions, embouchure, breathing, posture, etc.

Notes/Reading: accidentals, theory, memorization

Rhythm/Tempo: accuracy, steadiness, speed

Intonation: with self, with group

Sound/ Tone Quality: articulation, bowing, control, sound production

Musicianship: dynamics, expression, phrasing, ensemble, listening

Improvisation or Composition: matches patterns, identifies intervals & form, modifies known melodies, creates rhythms & melodies

Practice Habits: attention to detail, practices regularly at home

Definición

Técnica: buena posición, embocadura, respiración, postura, etc.

Notas/Lectura: alteraciones, teoría, memorización

Ritmo/Tiempo: precisión, firmeza, velocidad

Entonación: entonado(a) con sí mismo(a), entonado(a) con el grupo.

Sonido/ Calidad del Tono: articulación, buen uso del arco, control, producción del sonido

Musicalidad: dinámica, expresión, estilo, conjunto, escucha

Improvisación o Composición: Igual los patrones, identifica los intervalos y formas, modifica las melodías, crea ritmos y melodías

Hábitos de Práctica: tiene atención a los detalles, practica regularmente en casa

Sistema de Puntuación

1 – aun no	2 - surgiendo	3 - Competente	4 - maestría	5 - profesional
demuestra la habilidad <i>menos del 50%</i> del tiempo	demuestra la habilidad <i>por lo menos el 50%</i> del tiempo	Demuestra la habilidad consistentemente <i>por lo menos el 75%</i> del tiempo	Demuestra la habilidad consistentemente por lo menos el <i>85%</i> del tiempo	Demuestra la habilidad consistentemente <i>cerca del 100%</i> del tiempo



ASSESSMENT: *CHARACTER DEVELOPMENT*

FIRST NAME: _____

LAST NAME: _____

TEACHER: _____

DATE: _____

Scoring System

1 - not yet	2 - emerging	3 - proficient	4 - mastery	5 - professional
student can demonstrate skill <i>less than 50%</i> of the time	student can demonstrate skill <i>at least 50%</i> of the time	student can demonstrate skill consistently, <i>at least 75%</i> of the time	student can demonstrate skill consistently, <i>at least 85%</i> of the time	student can demonstrate skill consistently, <i>close to 100%</i> of the time

Score (1-5)

Please comment on significant items.

Responsibility Responsabilidad		
Commitment Compromiso		
Community Comunidad		
Self-discipline Disciplina		
Resourcefulness Iniciativa		
Attitude Actitud		

See the reverse side for Definitions.

Vea el otro lado de la página para el sistema de puntuación y definiciones.



Definition

Responsibility: has good attendance, is on time, brings materials, takes care of instrument, communicates with parents/teachers

Commitment: practices regularly at home, works hard & shows effort, never gives up

Community: is kind and respectful to others, contributes to class, helpful, encourages others

Self-discipline: controls words, actions, impulses, & attention, gives his/her best in all situations, a positive role model for others

Resourcefulness: sets and meets goals, finds solutions to problems, learns to listen & communicate well, open to new experiences

Attitude: is honest, has a positive spirit, develops confidence, is patient, accepts others

Definición

Responsabilidad: tiene buena asistencia, llega a tiempo, trae sus materiales, cuida su instrumento, se comunica con padres y maestros

Compromiso: practica regularmente en casa, trabaja duro & muestra esfuerzo, no se da por vencido

Comunidad: es amable y respetuoso con los demás, contribuye a la clase, ayuda a los demás

Disciplina: controla sus palabras, acciones, impulsos, y atención, da lo mejor de sí mismo en cualquier situación, es un buen ejemplo para los otros estudiantes

Iniciativa: se pone y alcanza sus metas, encuentra soluciones a los problemas, aprenda a escuchar y comunicarse, es abierto a nuevas experiencias.

Sistema de Puntuación

1 – aun no	2 - surgiendo	3 - Competente	4 - maestría	5 - profesional
demuestra la habilidad <i>menos del 50%</i> del tiempo	demuestra la habilidad <i>por lo menos el 50%</i> del tiempo	Demuestra la habilidad consistentemente <i>por lo menos el 75%</i> del tiempo	Demuestra la habilidad consistentemente por lo menos el <i>85%</i> del tiempo	Demuestra la habilidad consistentemente <i>cerca del 100%</i> del tiempo