

Consolidated Notes from Kopi Chats (9-14 Apr 2020)

A. Classroom Management

- Manage with routines and parameters
 - Start the SLS lesson by stating the lesson flow (students would know what to expect)
 - Use slides with instructions to help with management in live video lessons (as students might be noisy on chats)
 - Set parameters e.g. You may record up to 3 recordings before choosing the best recording for your submission.
 - Attendance taking (for 'O' level music centres)
- Cyberwellness (Use interactive tools in SLS to communicate with students)

Learning Management Systems to support teaching-learning and assignments

- SLS – creates and documents the flow of lessons, option to create tasks, add links/documents, share resources, monitor student work, provide personalised feedback
- Google classroom – can set deadlines / times, different groups formed, can add links/documents, share resources, clearly laid out assignments, integration with google meet and google resources, fast and friendly, mark students work

B. Synchronous Engagement

Consider a short duration that can sustain attention

Types of activities

- Check in with students
- Quick demo
- Collaborative work
- Go through completed assignments or analysis of music
- Online short lectures

Different platforms for synchronous engagement

- Zoom - online sessions to address questions, allow for everyone's faces to be seen
- Google Meet – limited functions, e.g. can't annotate, difficulty in playing listening examples
- Microsoft Teams – can't see every face, integration with Microsoft OneNote which allows for marking/monitoring of assignments
- Watch2gether (<https://www.watch2gether.com/>) – allows for synchronised watching of YouTube videos
- WhatsApp

C. Asynchronous Engagement

Consider musical engagement, social learning, collaborative learning

Types of activities

- Listening tasks
- Watching videos and responding to them
- Practice on their instrument and send teacher the performance
- Explore alternatives for students without instruments (e.g. web-based applications)
 - Virtual Keyboard (<https://www.onlinepianist.com/virtual-piano> or <https://www.apronus.com/music/flashpiano.htm>)
 - Virtual Keyboard in "Music in Singapore" Webisode: Being a Singer-Songwriter' in MOE Library in SLS <https://vle.learning.moe.edu.sg/moe-library/lesson/view/54a144b2-9635-43f7-90f6-c49b738d0855>

- More in 'Online Resources for Music Learning'
(<https://academyofsingaporeteachers.moe.edu.sg/star/resources/music-resources/online-learning-resources>)
- Reflection by students e.g. commenting on performances in google sheets where all can view

Suggestions from Primary teachers

- Video resources (instrumental modules e.g. recorder) are useful to teach techniques
- Audio recording of teachers' instructions and students' responses

Suggestions from Lower Secondary teachers

Tools

- Tik Tok - duet function could add layers of performance [in the context of STOMP]
- BandLab - helps to transit from jamband/ covers to production work
 - e.g. "The Covers Project" - contributed by Leong Su Juen
<https://vle.learning.moe.edu.sg/community-gallery/lesson/view/0f7f5978-b94f-4088-abc9-1449e0193766>
- [aQWERTYon](#) - play-a-long with chords - emphasis on harmonic understanding
 - e.g. "Sec 2 - Let's Jam! (Syncopated)" - Contributed by Tan Xi Ling
<https://vle.learning.moe.edu.sg/my-library/lesson/view/495aaf3f-646d-4d50-9ef7-a9d9fc323443>
- Acapella App for collaborative work
- Song maker - for creating music
 - e.g. Evergreen Sec music website <https://www.evgmusics.com/copy-of-hbl-lesson-1>
contributed by Samuel Soong
- Wix.com - allows a nice interface, mobile-enabled, and integration with google forms for submission purpose

Suggestions from NT Music Teachers

Tasks for Sec 3s

- Practice assignments
- Creative assignments on BandLab

Tasks for Sec 4s

- Work on past year papers (audio clips on google drive), revision of instruments on SLS/YouTube, and have video calls to go through past papers
- Have tasks/questions relating to musical styles, and students create patterns for arrangement (e.g. on BandLab)
- Typesetting tasks

Tools

- BandLab
- Mixcraft
[Note: Free Mixcraft temporary student @ Home Licenses are available. Write to Acoustica with your school name the version of mixcraft your school is using. They would send you a reply with a link and a code to download the free temporary student license.]
- Discord – for students to submit their work, share slides, can do livestreaming

Suggestions from 'O' and 'A' level Music Teachers

Types of tasks

- Composition tasks using starting notes - students can do collaboratively and concurrently

- Listening analysis / error analysis
- Transposition exercises
- “30-day challenge” initiative shared by Ahmad Ibrahim Sec – students take video recording of their practice every day

Tools for Assignments and Marking

- Kami (google chrome extension)– mark assignments, do annotations on pdf, and can export
- Loom / Powerpoint function (Insert ‘Screen-recording’) / screencast-o-matic– for screen-recording to demonstrate functions of software or to give instructions to students in a video format
- Dropbox of video/audio examples
- Whatsapp for monitoring/ feedback
- BandLab (almost real time collaboration)– for creative work
Edpuzzle – students can annotate on videos, possibility to sync with YouTube videos and Khan Academy videos (Note: students need to have an account)
- Wix – a website builder that allows for creation of blogging site that can upload videos, and check student progress over time
- Ableton Live Classroom – teaches music theory with creative work – can be helpful for lower sec
- Flat.io – functions like google doc – enter in real time for music notation (can create up to 15 scores for free) – multiple users – can revert to previous versions - can use for course work
- Audio Timeliner – audio annotation tool that allows teacher/students to demarcate structure/themes in listening exercises, set focussed listening tasks, invite students to submit; combined with onscreen recording, it can be converted into a short lecture (Note: to install in school laptop, go to ‘system preference’ and ‘allow third party software’)
- Dropbox – allows teachers to deposit listening assignments
- Google forms – allows teachers to set questions and students fill up form after listening tasks
- Google docs – allows for collaborative real-time work
- Google sheets – for monitoring
- Notability – note-taking app that allows for marking on PDF scores
- Noteflight – online music notation

Other resources

- Databases of creative-commons licensed sound samples
<https://freesound.org> / <http://soundbible.com>

D. Tips on making content accessible and heightening engagement

- Teacher models by video-recording themselves so that students feel like it is virtual classroom rather than homeschooling
 - e.g. conducting a lesson through ‘Song Maker’ and giving instructions on how to navigate the website
- Some platforms: Google Docs/Classroom, ‘Song Maker’, ‘Vocaroo’ (e.g. ask students to choose a song which they like and which they learnt in Term 1, then record), Class Dojo (to post instructions). Music Lab, Virtual Keyboard

E. Assessment for Learning

- Free responses/ Poll/ MCQ
- Audio Recording
- Video Response (Flipgrid)
 - Tip 1: Create a Flipgrid for each class instead of having a common Flipgrid for the whole level (this would be easier for the teacher to monitor)

- Tip 2: If students do not have an email account, teachers could provide Flip code (access code) to students.
- Students' audio responses / peer evaluation via platforms such as padlet / responses through MTV Routines are useful for Teacher to monitor progress and track students' learning
- Insert MCQ segment in lesson for teachers to track if students have accessed the lesson
- Submission of work through SLS / Google Drive

In lieu of mid-year exams

(Suggestions for O/A levels)

- Post questions online on SLS, broadcast on SLS (in exam conditions)
- Creating
- Performing and reflection notes-submitted via shared folder

F. Challenges/ Considerations

- Difficulty with apps/ interactive websites e.g. Flipgrid
 - Solution: Create a simple walk-through video to help students troubleshoot
- Technical difficulties
 - Audio response (Some students may not be able to submit an audio response due to technical limitations; consider alternative audio tools: Vocaroo and Vocal response)
 - Some students may have difficulty with submitting recordings due to room environment or technical difficulties
- Time Management
 - Teachers should be careful not to overload students with too much work
 - Teachers should be mindful of time needed to edit videos and customised resources
- Adapting from resources in SLS
 - Consider scaffolding and game design where appropriate
- Pedagogical considerations must change e.g. no movement games, composition lessons without a piano
- Assessment considerations
 - Application of learning: how to teachers assess how much student have understood because of the nature of music is that it is active and alive
 - Monitoring of instrumental playing
 - Students may not voice out issues
(consider giving a platform to have students 'find' teacher and have live consultation such as google meet, or type on google platform like in a chat which also becomes an FAQ)
- Need to be mindful of giving of instructions (e.g. drag/drop in right order)
- [For NT Music] Students are not able to refer to coursework
 - Students can do their research at home, based on their memory, and what their musical decisions were
- [For O Level Music Centres] Difficulty coordinating students esp for students whom we have not met
 - Contact school form teachers
 - Contact parents
 - Explore use Google Hangout (email function) where teachers need not reveal personal contact details