

# Teaching in Tune: Elementary Music Classroom Management

Megan Gerling - Madera Unified School District

megangerling@maderausd.org

CASMEC - Saturday, February 3, 2024

Come fine-tune your classroom management as we explore the fundamentals of establishing structured routines, setting clear expectations, creating smooth transitions, and effectively navigating challenging situations. Whether you find yourself in an unconventional space like a cafetorium or maneuvering a cart, this session will provide invaluable ways to create a more harmonious learning environment!

## 1. Trust and Rapport

- a. I.e. building relationships
- b. This will look different from a traditional classroom.
- c. Communication and consistency are key.

## 2. Routines and Expectations

- a. Create routines and expectations that define student behaviors.
- b. Expected behaviors must be clearly communicated, taught, and practiced.
- c. Communicate rewards and consequences for not meeting expectations.

## 3. Class Structures

- a. Create systems to support students in meeting expected behaviors.
- b. Establish and teach clear structures for your classes.
- c. Create seating charts and actively use them.
- d. Be consistent with rewards and consequences.

## 4. Active Instruction

- a. Short, Clear Directions
- b. Opportunities for students to refocus, ex. brain breaks
- c. Encourage student engagement through a variety of activities.
- d. Transition quickly to maintain focus and momentum.
- e. Embrace controlled chaos to give room for creativity.

## 5. Accountability

- a. Maintain mutual accountability.
- b. Know your IEPs and 504s.
- c. Call your students by name.
- d. Be prepared for class.
- e. Establish and maintain clear expectations for each activity.
- f. Give immediate feedback.
- g. Maintain your boundaries.
- h. Be consistent & equitable in student consequences.

## 6. Challenging Situations

- a. Pause, remain calm and assess the situation.
- b. If a student is endangering themselves or others, immediately call for help.
- c. Reteach expectations before consequences and evaluate if students' needs are being met.
- d. Support individuals with proximity, 1:1 support, praise, redirection, seating change etc.
- e. If behavior continues, provide 1-2 warnings of consequences.
- f. After the 3rd warning, give a clear, consistent, logical consequence.
- g. If you remove a student from an activity as a consequence for unsafe behavior, always provide the opportunity for students to re-engage.

## 7. Key Takeaways

- a. Create and maintain strong class routines, expectations and structures.
- b. Consistency and equitability creates a stable learning environment.
- c. State your expectations simply and directly right before you want the behavior to occur and then give immediate feedback.
- d. Give students designated "practice time" or they will create their own.
- e. Keep it simple.

## 8. Questions

## Bonus: Favorite Management Phrases

- "I am waiting on 3 people"
- "Would you like to try that again in a more respectful way?"
- "Please, show me the correct way to..."
- "I see 5 students who are following directions perfectly."
- "Off you go!" or "Good Luck!"
- "Raising your hand, what is [insert question]?"
- "Tell me more" or "What else?"
- "What questions do you have?"
- "Yes" "Great" "Good work" "Nice job"
- "Are you ready to join us?"
- "Please come play with us."
- "What am I going to tell you?"
- "It's my turn, whose turn is it?"
- "Thank you" and "No thank you"
- "Please show me how you should behave in a classroom."
- "Explain to me why you decided to [Student Behavior]"
- "Excuse me, she was still speaking. I will answer your question when she is done."
- "I will wait until you are done"
- "I see your hand. Give me one moment to finish giving directions."
- "Please come sit by me. You aren't in trouble, but I think you will be more successful here."
- "I wonder what would happen if we ... [played this song faster, slower, changed the lyrics, etc]?"
- "Let's try it!"
- "How would you make it better?"