

**The Art of Engagement:  
Uniting Classroom  
Management and Active  
Learning in Elementary  
General Music**  
Dr. Jenny Gee  
Associate Professor, Elementary Music Education  
San Diego State University

1

---

---

---

---

---

---

---

---

**Professional Background**

- Elementary General Music Teacher, Kansas City, Missouri
- Associate Professor, Elementary Music Education at SDSU
- Nationally Certified Off-Schulwerk educator
- CMEA Representative, TK-5<sup>th</sup> /6<sup>th</sup> Elementary Music
- Research in Classroom Management & Music Integration

2

---

---

---

---

---

---

---

---

**Agenda**

- Building Community
- Student Engagement
- Classroom Management
- Activities

3

---

---

---

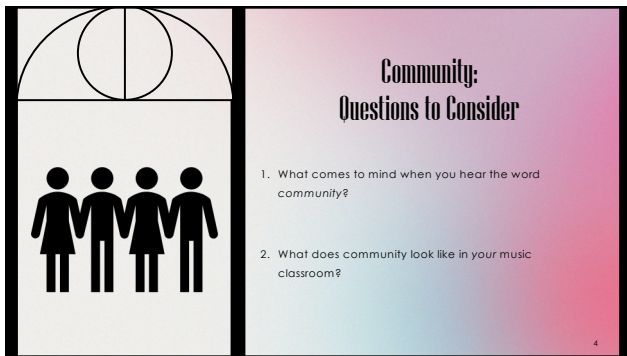
---

---

---

---

---



**Community:  
Questions to Consider**

1. What comes to mind when you hear the word community?
2. What does community look like in your music classroom?

4

4

---

---

---

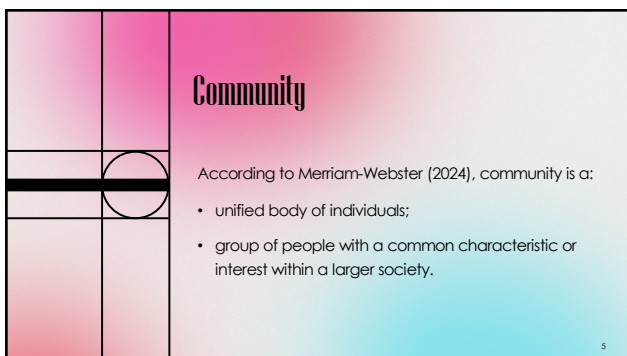
---

---

---

---

---



**Community**

According to Merriam-Webster (2024), community is a:

- unified body of individuals;
- group of people with a common characteristic or interest within a larger society.

5

5

---

---

---

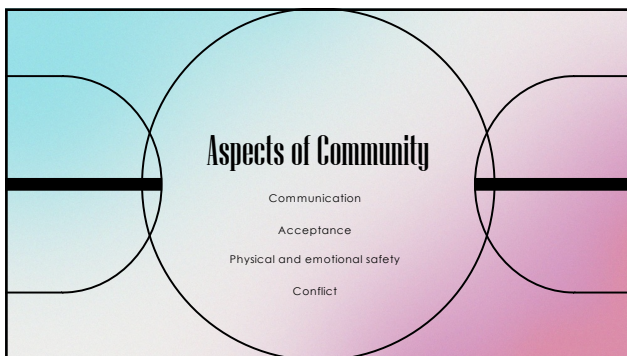
---

---

---

---

---



**Aspects of Community**

- Communication
- Acceptance
- Physical and emotional safety
- Conflict

6

6

---

---

---

---

---

---

---

---

**Community: Communication**

- Do the people within the community communicate honestly with each other?
- Are these people committed to accepting, supporting, and bearing with one another?



7

---

---

---

---

---

---

---

---

7

**Community: Atmosphere of Acceptance**

- Focus on joy, positivity, and creating a welcoming space.
- Get to know your students and their parents/guardians/caretakers.
- Pause to allow students time to complete their thoughts.
- Restate questions asked by students, "What I am hearing you say is.."
- Encourage risk taking and model it for your students.

8

---

---

---

---

---

---

---

---

8

**Community: Physical and Emotional Safety**

- Build appropriate relationships with your students.
- Consistently help students build confidence, comfort, and trust.
- Allow your students to come to you without judgment.
- Encourage non-judgmental problem-solving (e.g., behavior).
- Create a safe and welcoming classroom space and learning environment.

9

---

---

---

---

---

---

---

---

9

**Community: Conflict**

- Community does not mean a classroom will be free of conflict.
- Disagreements can be aired and then, together, students work towards a solution.
- Mechanisms such as "I" and "we" statements can be helpful in resolving conflict.
- Community celebrates the contributions of each individual.

10

10

---

---

---

---

---

---

---

---

**Community Building Activities**



11

---

---

---

---

---

---

---

---

***Up the Ladder***

Up the ladder, down the ladder  
One by one, the ladder  
Up the ladder, down the ladder  
One by one  
***Let's try it out!***

12

12

---

---

---

---

---

---

---

---

**Ba Da Bingo!**

Build community  
OR  
Review material  
[myfreebingocards.com](http://myfreebingocards.com)

Bingo Card 10-002

Ba-Da Bingo!

Tiptoe around in a small circle.	<b>Free space</b>	Play one round of rock-paper-scissors.	Describe one concept that you think you have mastered.
Describe what comes to mind when you think about community.	Describe something you enjoy doing with your family.	Name one reason you think it is important to be in the workplace.	Describe a challenging aspect of teaching.
Describe a rewarding aspect of teaching.	Describe what you do most often when you are alone.	Share a fun fact about yourself.	Teach or re-teach?
Fist bump Dr. Gee.	Share what you are proud of.	iPhone or Android?	Wave at Dr. Gee and say, "Hello!"

myfreebingocards.com

13

13

---

---

---

---

---

---

---

---

Musical Body Parts

- When I say GO, connect these body parts in an appropriate manner.
- Facilitates connections, learning names, creative way to form groups.

1. 10 toes
2. 7 elbows
3. 3 knees
4. 4 hips
5. 2 heads

14

14

---

---

---

---

---

---

---

---

Musical Body Parts Questions

- In your free time, what do you like to do?
- What is your favorite book?
- What is your favorite TV show?
- What is your favorite movie?
- What is your favorite color?
- Do you like ice cream or gelato?
- Who is your favorite superhero?
- What do you like best about music class?
- Which cartoon character do you wish was real?
- Do you have any pets? If so, what are their names? If not, what do you want?

15

15

---

---

---

---

---

---

---

---

## Student Engagement

- Engagement is a complex, multi-faceted construct that is described as simultaneously accounting for cognitive, affective, and behavioral dimensions.
- When students experience interest and enjoyment coupled with concentration and effort, they have an optimally engaged experience in the classroom.

16

16

---

---

---

---

---

---

---

---

## Student Engagement

- **Cognitive:** Self-regulation used to direct attention toward the process of making sense of content.
- **Affective:** Students' emotional response and interest levels.
- **Behavioral:** Observable actions, including effort and time on tasks.

17

17

---

---

---

---

---

---

---

---

## Rule of Age

- For optimal student engagement, switch instructional practices/activities for every **X** number of minutes equivalent to your students' average age.
- For example, for third graders (around 8 or 9 years old), switch instructional approach/activity around every 8 or 9 minutes.
  - Sitting to standing
  - Standing to sitting
  - Partners to individual work
  - Marching to the steady beat to clapping the steady beat

18

18

---

---

---

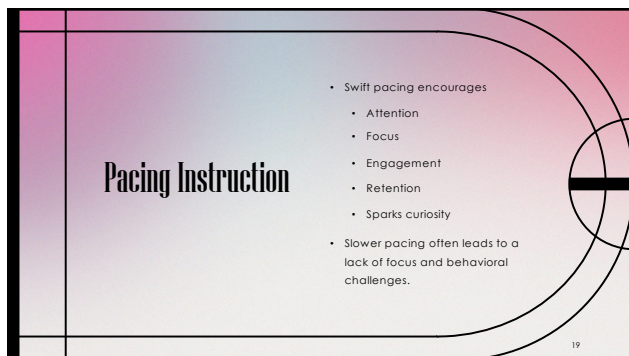
---

---

---

---

---



**Pacing Instruction**

- Swift pacing encourages
  - Attention
  - Focus
  - Engagement
  - Retention
  - Sparks curiosity
- Slower pacing often leads to a lack of focus and behavioral challenges.

19

19

---

---

---

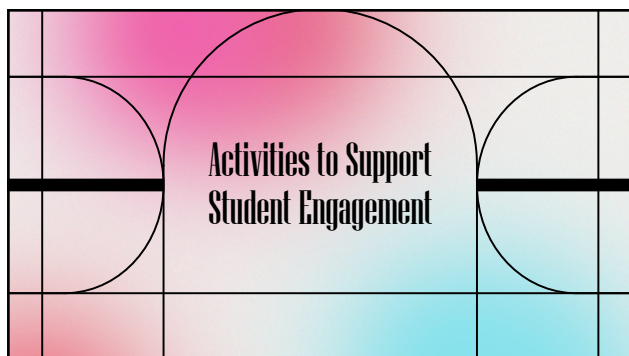
---

---

---

---

---



**Activities to Support Student Engagement**

20

---

---

---

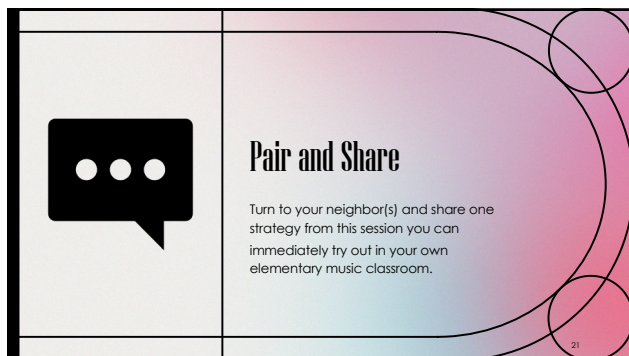
---

---

---

---

---



**Pair and Share**

Turn to your neighbor(s) and share one strategy from this session you can immediately try out in your own elementary music classroom.

21

21

---

---

---

---

---

---

---

---



**Snowball Discussion**

- Start with a group of 2 people.
- Join with another group of 2 people.
- Join the group of 4 with another group of 4.
  - And so on and so forth.

22

---

---

---

---

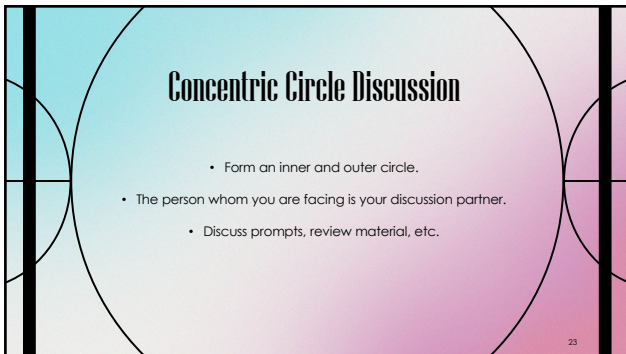
---

---

---

---

22



**Concentric Circle Discussion**

- Form an inner and outer circle.
- The person whom you are facing is your discussion partner.
- Discuss prompts, review material, etc.

23

---

---

---

---

---

---

---

---

23



**Find a Match**

- Same style of shoes (e.g., tennis shoes, sandals, boots)
- Ice cream or cake
- Mountains or the beach
- Coffee or tea
- Favorite type of music
- Dogs or cats

24

---

---

---

---

---

---

---

---

24





25

---

---

---

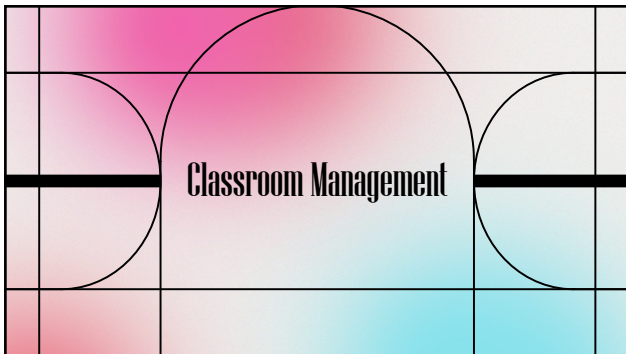
---

---

---

---

---



26

---

---

---

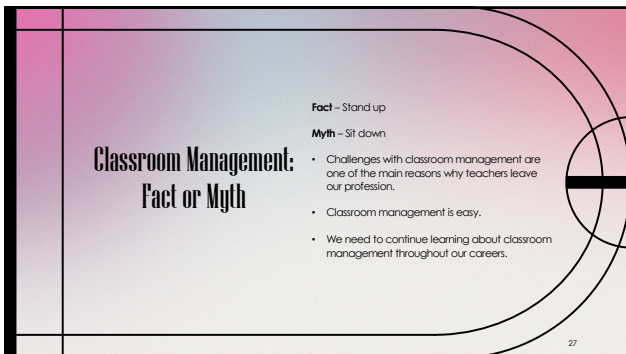
---

---

---

---

---



27

---

---

---

---

---

---

---

---

**Proactive or Preventative Strategies**

- **Verbal Cues**
  - "When I say go..."
  - "In a moment..."
  - "When you hear my say sparkle, then..."
  - "You will make a wise choice by whom you stand..."

28

---

---

---

---

---

---

---

---

28

**Preventative Strategies**

- **Modeling**
  - Demonstrate the desired behavior for your students.
  - Performed by the teacher or a group of students.
- **Examples**
  - Lining up at the door
  - Putting away instruments or materials

29

---

---

---

---

---

---

---

---

29

**Preventative Strategies**

- **Proximity**
  - Utilize your presence as an advantage.
  - Walk around the classroom as you are teaching.

30

---

---

---

---

---

---

---

---

30

## Rhetorical Questions vs. Statements

**Rhetorical Question**

- "Can we all move over to the circle now, please?"
- This allows for a student or students to potentially respond with "No."

**Statement**

- "Now we are going to move to the circle."
- This is a firm, but kind, way of addressing your class.

31

31

---

---

---

---

---

---

---

---

## Musical Transitions

**Piggyback songs to support transitions**

To the tune of *Mary Had a Little Lamb*

Look who lined up quietly, quietly, quietly,  
Look who lined up quietly,  
Let's see who we can see.

32

32

---

---

---

---


---

---

---

---

## Elementary Music Teacher Google Form



33

33

---

---

---

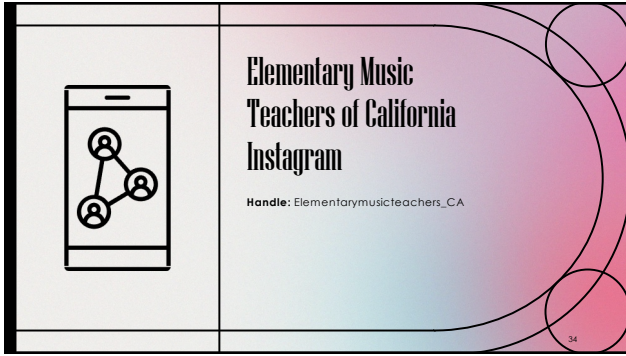
---

---

---

---

---



34

---

---

---

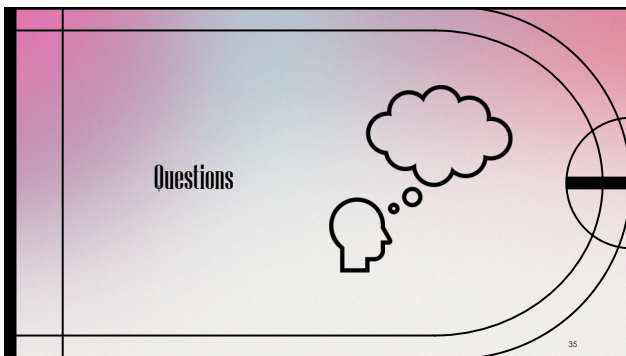
---

---

---

---

---



35

---

---

---

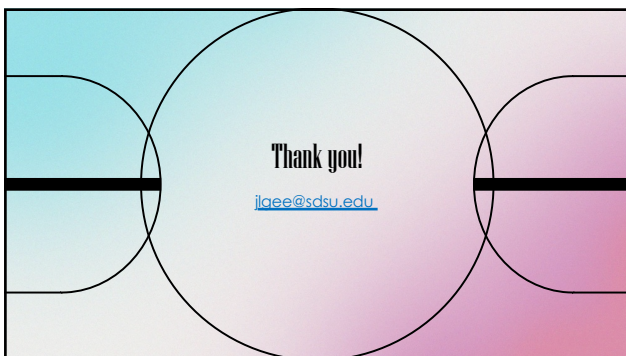
---

---

---

---

---



36

---

---

---

---

---

---

---

---