

Classroom Management Plan

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My Philosophy

My Classroom Management plan is based upon being able to understand the with-it-ness and consistency. Students will understand what I expect in my classroom with my established rules and how they handle all situations in the time it is happening. Students will also be expected to set up their instruments and find their seats in the class as soon as they get there. In the beginning of the year, I will explain to the students what they will be expected to do when it comes to being ready for my class. Once the students are a week into school, I expect them to be set up with their instruments and folders, and in 3-4 minutes students will start warm-ups.

Plans for the First Days

This is a plan for a high school orchestra, so they should know the rules and what they should be doing if they are sophomore senior. Freshman this may be a new system if they haven't had me previously as a teacher.

Day 1- Greet the students at the door. As the students walk into the room, I will have music playing and it will be the music that is in their folders. The music in the folders are the practice copies that the students will take home to practice with. There is a classroom set of music that the students leave at school. The chairs in my classroom will be set up in the design of what a typical orchestra sits in (half circle). On the seats of the chairs, I will have a folder that will have the music we will be playing in it, and also the syllabus and itinerary. All the folders will have a particular student name on it. While the students wait for class to start, they can look over the music. Does a Community building activity to help the class grow together better? I will do a brief introduction of who I am, for those who don't know me. Go over some classroom procedures, like what I expect when the students are coming into my room, how I want them all set up and ready with their instruments for class 3-4 minutes after the bell, and bathroom rules. I want to talk to them about respect and how we respect each other in the music environment. We do not criticize each other. We help out and make sure everyone understands things together A couple minutes before the final bell rings let the students know that they need to bring their instruments for the next day because they will be playing.

Day 2- Greet the students at the door, while playing the music again. Make sure to remind the students to unpack their instruments and get their folders as soon as possible. Listen to the music that is in their folder with the students following along. Before we start playing for the first time

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go over the syllabus and important dates like concerts and music festivals with the students. Tune and play scales. Start sight reading the music. Work on that for the rest of class. Pack up 5 min before so they have time to clean up and put their instruments away.

Day 3- Greet students at the door, playing music again. Have them come in and set up their instruments and get their folders soon as possible. Tuning and scales. Work on a piece, have them play through it then work a difficult section of it. Go to a different piece and work on that. Ten minutes before class is done work on the first piece again, going over the parts that were worked on before to make sure they retained it a bit. Give 5 minutes to pack up and put away everything.

Day 4- Greet students at the door, have different music playing today. Remind them to set up their instruments and get their folders and be ready as soon as possible. Have the students mixed around in their sections so I can hear different players by me, this will help me in the final decision of seating arrangements. Tune and play scales, to warm up. Run through the song we played second the day previous. Work on a difficult part of the song, go through note for note in sections to help make sure that the students are getting the right notes to create an in-tune chord. Play that section once you get the notes ok. Move onto the next song and do that for the rest of class. Pack up five minutes before the end of class to make sure that everything is put away and cleaned up.

Day 5- Greet students at the door, have some more up to beat fun music playing. Remind the students to unpack their instruments, get their folders and be ready as soon as possible. Sit in the same spots as the day before. Tune and play scales. Start a new piece and work on it for about 20 minutes. Ask the students if they noticed something about the music choice today? Mention to

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them how on Fridays that we will listen to their choice of music that they submit over a google forms. The song must be school appropriate. Explain how their song choice will be anonyms unless they want the class to know that it was them who chose the song. Continue class by reviewing the song we did on the second day of school.

Connections to Students and Families

To make sure I connect with my students and parents I will send out a letter. This letter will include a little bio about myself, what I like to do in my free time and a picture of what I look like, so they know who I am. I will also include what I am most excited for, for this coming school year. In this letter I will include the important dates they should know about like concerts and festivals, and other useful information that they should know. In this letter I will also send a sheet of paper that gives me permission to use pictures of their student for events that the music department might be putting on and also a sheet so the parents can fill out their information, so I know how to contact them if needed. If the parent(s) have a question at any time I will also include my email so they can ask me the question.

What ifs.

What if a student does not want to set up and play? I will take that student to the side and while I do that, I will have the class work on a certain part of the song for a couple minutes. Then I would go out to the hall and ask the student what is going on? Is there something going on at home or school that I should know about? I will try and understand what is causing the student to act like this in my class. Then I will talk it out with them and ask if they can come participate in class and if not then I will let them just sit to the side for the rest of class, but I will also know

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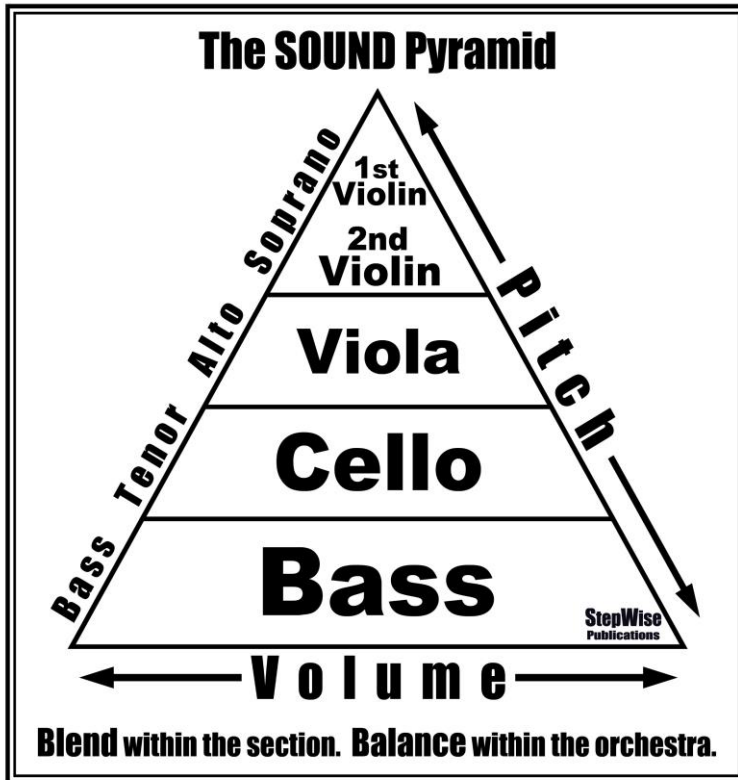
that this is something I will not allow every day. If the student does not want to participate at all “just because” give them a choice. In the readings of love and logic, it talks about turning your ‘Garbage into Gold’, so instead of telling the student “I want you to unpack now and participate” just politely tell the student that “if you don’t want to participate, your grade will reflect your choices.

What if my students don’t understand how to play a certain part of the piece? I will first say the rhythm and clap the beat along with it. If that does not work after they still try it a couple times, then I will take an instrument and play the notes and rhythm for the students.

What if the students can not follow my conducting style? I will work on the style and clarity of my conducting. I will work harder and better for the students; I want them to get the best experience they can get.

Appendix

Here I will put in pictures of what kind of posters and pictures I would put in my room, a word wall on musical terms that the students should know by now, how I would like to set up the seating in my classroom. How I'd like my instrument storage to be if I get to choose what it is and storage for other things.



Make choices that help you and others learn.

Use instruments and materials with care.

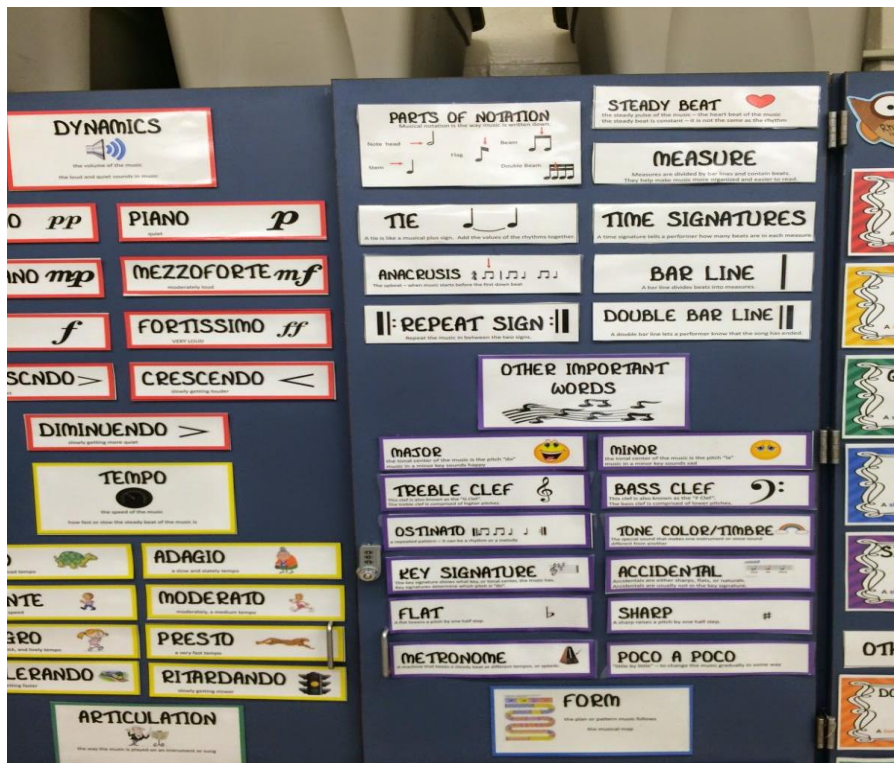
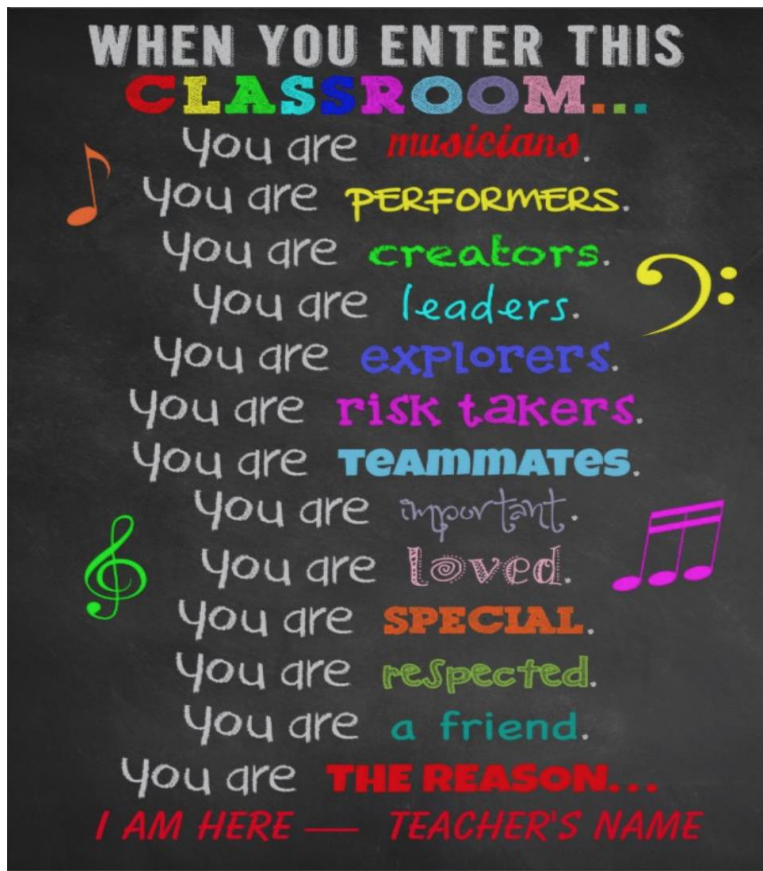
Speak, sing and play only when asked.

Immediately follow all directions.

Consider others and be kind.

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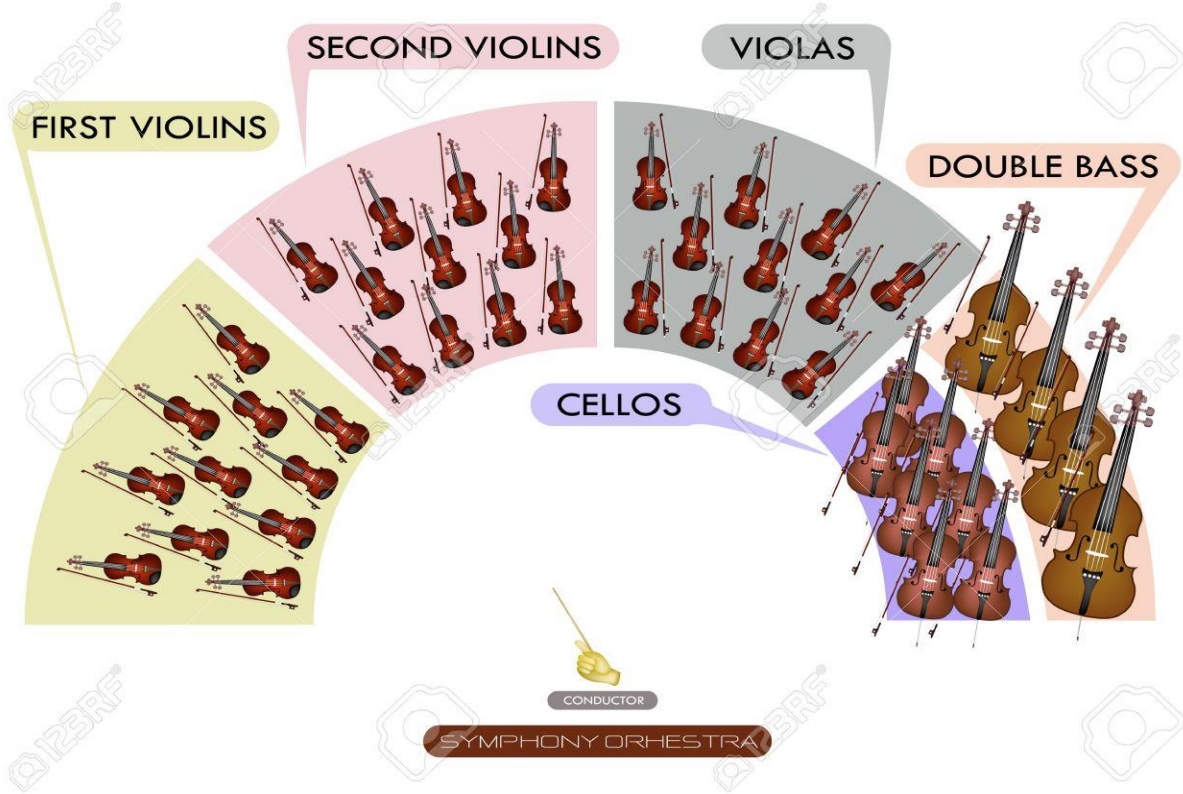
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Don't
PRACTICE
UNTIL YOU GET IT
RIGHT
PRACTICE
UNTIL YOU CAN'T GET IT
WRONG!



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Top picture is the way I'd like to set up the seating of my orchestra

Bottom picture is what I would use to hold the classroom set of music/ folders that the students use.



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Below is how I'd like to store instruments and music in my classroom. The storage may not be this big in my room, but this is the general idea of what I want to help keep my room organized.

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References

Fay, J. and Funk, D. (2010). *Teaching with Love and Logic: Taking control of the classroom.*

Love and Logic Press: Golden, CO.