



HIGH SCHOOL BAND DIRECTOR'S NATIONAL ASSOCIATION

OFFICIAL RECOMMENDATION

**For the Maintenance and Continuation of Band Education in
Our Nation's Schools During COVID-19**

A BLUEPRINT FOR VIABLE INSTRUMENTAL MUSIC INSTRUCTION FOR TEACHERS, DIRECTORS, ADMINISTRATORS AND SCHOOL SYSTEMS

This paper is respectfully submitted to music educators and educational leaders with recommendations and viable scenarios to maintain music education and large ensembles, including band programs, in our schools during the COVID-19 era.

www.hsbdna.org

HSBDNA a Non-Profit 501 C 3 Charity
Employer Identification Number: 20-2559164 DLN: 17053079019006
Public Charity Status 509 (a) (2)



MISSION STATEMENT

To provide guidelines and resources for music education programs and administrators facilitating the re-structure and delivery of quality music instruction during the COVID-19 era and beyond.

SOCIAL EMOTIONAL LEARNING

The student's emotional well-being is and should be our first and foremost concern. With the changes that are impacting our traditional school environments, the performing arts are more critical than ever before to the ongoing development and health of our students.

Band and music have long been reported to contribute to the positive social and emotional growth of students. Transitioning from middle and high school can be a stressful time for students. Participating in band or other music classes allows them the stability of being in a peer group, enabling them the opportunity to feel accepted by others. Students taking these classes find themselves socializing with a diverse group of people. Additional benefits to music classes include maintaining focus, recognizing individual artistic ability, relating with others, and being a part of a team. The arts provide a stable environment for these young learners to blossom and positively influences their social and emotional well-being.

Counselor, May 26, 2020; Register, Darlene; Ft. Benning, Georgia



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The safety of music students, instructors and audience members is of paramount concern to HSBDNA. Considering the fast-changing landscape of schools and music programs in the COVID-19 Era, the HSBDNA recommends the following guidelines and actions.

BAND RELEVANCE IN THE COVID-19 ERA

Music programs play an important role in the schools and communities they serve. Bands and band students are part of the fabric of those communities. In addition to the benefits of music and arts education on the human condition, the involvement of bands in our daily lives is at the core of every community and an important facet of the servant leadership lessons learned through music and band. Students are responsive to the needs of their respective communities and their performances in concerts, athletic events, school events, parades and other musical presentations are an integral part of the cultural fabric of America.

Music programs are an integral part of the educational process and bring enormous intrinsic value through the exposure to and cultivation of creativity in students. Nearly 93% of middle schools and high schools in the United States offer band classes. Music programs give our students the opportunity to learn, experience and reinforce concepts from other core subjects and experience those in an “organic living manner.” Data from the US Department of Education found that students with consistently high levels of involvement in instrumental music through middle and high school show “significantly higher levels of mathematics proficiency by grade 12.”

Students in music classes experience cross-curricular connections that go far beyond what can be found in other core classes. Participation in music expands and reinforces connections with math, science, and history in multiple ways. Reading and performing music is a simultaneous translation process that pushes the scope of physical and mental processes; the translation of written symbols to musical notes of specific duration is essentially coding in another language and reinforces literacy characteristics. The importance of music in human cognitive development cannot be overstated. Research shows that early music training “dramatically enhances abstract reasoning skills” and indicates “higher brain functions required for

math, science and engineering.” Not only do smart kids take band classes, but band classes help to make smart kids become smarter.

U.S. Department of Education NELL88 Database
Neurological Research, Feb 28, 1997; Frances Rauscher, Ph.D., Gordon Shaw, Ph.D., University of California, Irvine

KEEP BAND EDUCATION VISIBLE TO THE COMMUNITY

Keeping band relevant in the eyes of the community is critical in the COVID-19 era. Performances, whether on the football field or in the concert hall, are compelling factors for continued student musical study and involvement. Music programs without public performance and exposure can easily be “out of sight, out of mind.” Even in distanced and virtual teaching situations, the performing ensemble can still exist and be a positive and contributing factor for our students and the local community.

HSBDNA, with musical relevance and visibility as the objective, recommends the following for consideration:

- Should the school schedule include distanced or blended instruction, consider the production of streaming concert performances through a variety of digital and social media. For example, small group performances can be video recorded over the first months of the academic year and edited into a compelling and engaging Veterans Day performance in November.
- In the same manner, video performances can be assembled and produced featuring soloists, small ensembles, instrumental choirs, and full band selections for the annual holiday concert. Directors are advised to explore all available technology and media options including the use of personal devices (phones, tablets, etc.) and computer-based recording. Directors are encouraged to work with the school administration to identify media used to deliver instruction across the entire school system. Working with those

resources and within the parameters set by the school system insures viability and accountability for each student in this process. The selected literature can be taught through individual video lessons and/or small group instruction during or after school if face-to-face/direct instruction is an option.

- Advertising these performances in the community and to appropriate stakeholders will showcase the music program and demonstrate the ongoing viability and educational/musical success of the band program. HSBDNA strongly recommends ongoing outreach and marketing/public relations efforts in the community. It is vital that parents, administrators and the community see the ongoing work of music programs in this unprecedented time. All music education must maintain rigor and relevance to emerge with strength when the current crisis abates and regular scheduling resumes.



SCHEDULING RECOMMENDATIONS BASED ON SCHOOL BAND MODELS

In the COVID-19 impacted semesters, various scheduling strategies are currently being employed across the country. These schedules can be categorized in three areas including:

- Direct Instruction with Social Distancing Measures
- Virtual Instruction – Online Classroom Teaching Only
- Blended Instruction – Combining Direct and Virtual Teaching

HSBDNA has identified five band models representing music programs in America. These models include:

Model A - Large High School Bands (150 +)

Model B - Medium Size High School Bands (75-150)

Model C - Small High School Bands (1-75)

Model D - Middle School Bands

Model E - Beginner Bands

In an effort to efficiently convey pertinent information, directors and administrators are asked to select the model program that most accurately aligns with the current teaching situation. Under that model band program, various scheduling scenario(s) are presented with information specific to the band program as currently configured. Following the schedule-specific information, general considerations are provided that apply to all band programs and teaching environments.

PLEASE REMEMBER

A variety of flexible instructional strategies is preferable to no band instruction at all.

Model A - Large High School Band (150+)

Direct Instruction with Social Distancing Measures

To prioritize and ensure the viability of the full band, divide the band into instrumental families with each family meeting in a different class period. For example, the Brass will meet in Period 1, Woodwinds in Period 2, Percussion in Period 3, etc.

- The instruction through instrumental family groups includes full band literature (section rehearsals) as well as various chamber settings to provide a full ensemble experience to each student.
- During the distanced semesters of instruction, work with school administration to access a larger space 1-2 times per week after school. The cafeteria, commons area or gymnasium may be large enough to safely distance the full band allowing for an ensemble rehearsal (i.e. upper brass, lower brass, etc.)
- Work with administration to identify alternative teaching spaces (including outdoors as weather permits) to allow for further breakdown of larger sections (i.e. upper brass, lower brass, etc.)
- At the point our distancing guidelines are relaxed, add extracurricular (after school) full band rehearsals. Adjust the class meetings back to full band(s) in the subsequent semester.

Should the school system employ a direct teaching A/B schedule in any form including alternating days or two teaching sessions per day (A meets 8am-Noon, B meets 1pm-5pm), please note the following suggested scenarios:

- Divide the band into instrumental families. Work with the guidance counselors to ensure students are scheduled in the appropriate A or B session based upon their instrument. The instruction through instrumental family groups should include full band literature (section rehearsals) as well as

various chamber settings to provide a full ensemble experience to each student.

- Divide the band into multiple smaller full band ensembles with band class meetings in the A (8-Noon) session as well as the B (1-5PM) session. At the point our distancing guidelines are relaxed, add extracurricular (after school) full ensemble rehearsals. Adjust the class meetings back to full band(s) in the subsequent semester.
- At the point our distancing guidelines are relaxed, add extracurricular (after school) full band rehearsals. Adjust the class meetings back to full band(s) in the subsequent semester.

With the large band program and potentially limited resources including faculty, the number of students and breakdown of classes will be impacted by the square footage of the available rehearsal space.

- As a result, the large school program may be required to consider the suspension of certain direct teaching classes (i.e. Music Theory, Smaller Ensembles) in order to maximize the use of space for the full band over the available teaching periods during the school day. These supplemental and reinforcement class experiences can be resumed once the impact of COVID-19 has passed.
- Some ensembles (i.e. Jazz Ensemble, etc.) and auxiliary groups may require consideration as extra-curricular activities during the COVID-19 impacted semesters. This allows for maximized use of available space and teaching resources during the school day.

Virtual Instruction – Online Classroom Teaching Only

HSBDNA recommends substantive communication with school administrations regarding the electronic delivery of instruction across the entire curriculum. It is recommended all directors work within the equipment specifications and systems employed by the total school teaching model. This will insure all students have electronic access and educational accountability.

Suggestions for online teaching strategies include:

- Create video modules featuring teacher-led instruction including lectures, demonstrations and directed listening for students to experience a minimum of one time per week.
- Create formative assessment assignments for student submission featuring solo performances of selected excerpts of band literature as well as solos and pedagogical materials (etudes, technique exercises, etc.)
- Select a concert theme (i.e. Winter Concerts/Holidays). Direct students to record video performances of thematic solo literature and small ensembles (duets/trios/quartets). After formal review and student revision, edit the final video performances into a concert broadcast to be streamed on local media networks as well as internet platforms such as YouTube.
- Create a series of directed listening assignments based on quality recordings of band literature easily accessible through our military and university bands. Create worksheets for each assigned composition with questions focused on ensemble concepts and skills
- Create peer mentorship settings pairing those students with advanced experience and younger musicians. Assign each peer team a recording project to be submitted by video featuring a duet performance for presentation to the full band. Consider creating guidelines for students to select their own literature for the video performance.
- Direct the students to program their own band concert. In addition to the selection of literature, the student will select a quality video performance of each work. Each student will submit a playlist based on videos of quality band performances available online via YouTube or another media channel.
- Employ habit coaching with a focus on “how” to practice in the isolated environment.
- Focus on goal-setting and time management to facilitate student success.

- Employ virtual performances using video and audio submissions and a layering process to combine the individual performances or works into a cohesive ensemble.
- Engage in weekly literature-based virtual rehearsals on sections of music
- Assign music theory drills using various websites.
- Coordinate video meetings with professionals on their instruments. These sessions, instructional in nature, can have all the performers on mute so students can learn at their own pace and without fear or embarrassment if they are less experienced players.
- Assign appropriate level solo repertoire with SmartMusic.
- Create playing assignments using a record and submit system focused on literature and/or excerpts containing key concepts and skills.
- Lead class discussions on literature and music history.

Blended Instruction – Direct and Virtual Teaching

Consider a blended instruction scenario that includes a combination of in-person meetings and internet-based videoconference participation.

- As facilities allow, schedule a band rehearsal each day. Divide the band into smaller full ensembles with a different group meeting live each day based on facility size and capacity. The remaining students would attend the rehearsal via videoconference to hear/experience all ensemble instruction.
- Students attending the rehearsal virtually can perform along with the live ensemble in the safety of their own environment with their microphones muted. This allows the student to hear the live ensemble with a semblance of musical balance and blend as well as the music instruction and feedback from the podium.
- It is suggested a quality camera and microphone be in place in the classroom allowing all online students to see and hear the conductor/teacher clearly.

- In many cases, blended instruction will require a rotation of students between the virtual and live environments over the academic week. It is vital to establish the personal connection with each student that will begin in the live meeting and extend through the virtual setting.
- Meaningful connection is the key to success. Teachers are reminded that successful musical study must connect with the daily lives of our students.
- Based on available teaching resources, schedule online masterclasses and small group lessons via a videoconferencing system.
- Employ habit coaching with a focus on “how” to practice in the isolated environment.
- Focus on goal-setting and time management to facilitate student success.

Model B - Medium Size High School Band (75-150)

Direct Instruction with Social Distancing Measures

To prioritize and ensure the viability of the full band program, divide the band into instrumental families with each family meeting in a different class period. For example, the Brass will meet in Period 1, Woodwinds in Period 2, Percussion in Period 3, etc.

- Instruction and curricular content through instrumental family groups may include full band literature (section rehearsals) as well as various chamber settings to provide a full ensemble experience to each student.
- During the distanced semesters of instruction, work with school administration to access a larger space 1-2 times per week after school. The cafeteria, commons area or gymnasium may be large enough to safely distance the full band allowing for a full ensemble rehearsal.
- Should auxiliary units be a part of the fall semester class schedule, assign those students to a class period later in the day if the schedule and facilities permit.
- Work with administration to identify alternative teaching spaces (including outdoors as weather permits) allowing for further breakdown of sections (i.e. upper brass, lower brass, etc.)
- At the point our distancing guidelines are relaxed, add extracurricular (after school) full band rehearsals. Adjust the class meetings back to full band(s) in the subsequent semester.

Should the school system employ a direct teaching A/B schedule in any form including alternating days or two teaching sessions per day (A meets 8-Noon, B meets 1-5), please note the following suggested scenarios:

- Divide the band into instrumental families.
- Work with the guidance counselors to ensure students are scheduled in the appropriate A or B session based upon their instrument.
- The instruction through instrumental family groups should include full band literature (section rehearsals) as well as various chamber settings to provide a complete ensemble experience to each student.
- Divide the band into multiple smaller full band ensembles with band class meetings in the A (8-Noon) session as well as the B (1-5PM) session. At the point our distancing guidelines are relaxed, add extracurricular (after school) full band rehearsals. Adjust the class meetings back to full band(s) in the subsequent semester.
- At the point our distancing guidelines are relaxed, add extracurricular (after school) full ensemble rehearsals. Adjust the class meetings back to full band(s) in the subsequent semester.

With the medium size program and potentially limited resources including faculty, the size and breakdown of classes will be impacted by the square footage of the available rehearsal space.

- As a result, the medium size school program may be required to consider the suspension of certain direct teaching classes (i.e. Music Theory, Smaller Ensembles) in order to maximize the use of space for the full band over the available teaching periods during the school day. These supplemental and reinforcement class experiences can be resumed once the impact of COVID-19 has passed.

- Specific ensembles (i.e. Jazz Ensemble, etc.) and auxiliary groups may require consideration as extra-curricular activities during the COVID-19 impacted semesters. This allows for maximized use of available space and teaching resources during the school day.

Virtual Instruction – Online Classroom Teaching Only

HSBDNA recommends substantive communication with school administrations regarding the electronic delivery of instruction across the entire curriculum. It is recommended all directors work within the equipment specifications and systems employed by the total school teaching model. This will insure all students have electronic access and educational accountability.

Suggestions for online teaching strategies include:

- Create video modules featuring teacher-led instruction including lectures, demonstrations and directed listening for students to experience a minimum of one time per week.
- Create formative assessment assignments for student submission featuring solo performances of selected excerpts of band literature as well as solos and pedagogical materials (etudes, technique exercises, etc.)
- Select a concert theme (i.e. Winter Concerts/Holidays). Direct students to record video performances of thematic solo literature and small ensembles (duets/trios/quartets). After formal review and student revision, edit the final video performances into a concert broadcast to be streamed on local media networks as well as internet platforms such as YouTube.
- Create a series of directed listening assignments based on quality recordings of band literature easily accessible through our military and university bands. Create worksheets for each assigned composition with questions focused on ensemble concepts and skills
- Create peer mentorship settings pairing those students with advanced experience and younger musicians. Assign each peer team a recording project to be submitted by video

featuring a duet performance for presentation to the full band. Consider creating guidelines for students to select their own literature for the video performance.

- Direct the students to program their own band concert. In addition to the selection of literature, the student will select a quality video performance of each work. Each student will submit a playlist based on videos of quality band performances available online via YouTube or another media channel.
- Employ habit coaching with a focus on “how” to practice in the isolated environment.
- Focus on goal-setting and time management to facilitate student success.
- Emplify virtual performances using video and audio submissions and a layering process to combine the individual performances or works into a cohesive ensemble.
- Engage in weekly literature-based virtual rehearsals on sections of music
- Assign music theory drills using various websites.
- Coordinate video meetings with professionals on their instruments. These sessions, instructional in nature, can have all the performers on mute so students can learn at their own pace and without fear or embarrassment if they are less experienced players.
- Assign appropriate level solo repertoire with SmartMusic.
- Create playing assignments using a record and submit system focused on literature and/or excerpts containing key concepts and skills.
- Lead class discussions on literature and music history.

Blended Instruction – Direct and Virtual Teaching

Consider a blended instruction scenario that includes a combination of in-person meetings and internet-based videoconference participation.

- As facilities allow, schedule a band rehearsal each day. Divide the band into smaller full ensembles with a different

group meeting live each day based on facility size and capacity. The remaining students would attend the rehearsal via videoconference to hear/experience all ensemble instruction.

- Students attending the rehearsal virtually can perform along with the live ensemble in the safety of their own environment with their microphones muted. This allows the student to hear the live ensemble with a semblance of musical balance and blend as well as the music instruction and feedback from the podium.
- It is suggested a quality camera and microphone be in place in the classroom allowing all online students to see and hear the conductor/teacher clearly.
- In many cases, blended instruction will require a rotation of students between the virtual and live environments over the academic week. It is vital to establish the personal connection with each student that will begin in the live meeting and extend through the virtual setting.
- Meaningful connection is the key to success. Teachers are reminded that successful musical study must connect with the daily lives of our students.
- Based on available teaching resources, schedule online masterclasses and small group lessons via a videoconferencing system.
- Employ habit coaching with a focus on “how” to practice in the isolated environment.
- Focus on goal-setting and time management to facilitate student success.

Model C - Small High School Band (1-75)

Direct Instruction with Social Distancing Measures

To prioritize and ensure the viability of the full band program, divide the band into instrumental families with each family meeting in a different class period. For example, the Brass will meet in Period 1, Woodwinds in Period 2, Percussion in Period 3, etc.

- Instruction and curricular content through instrumental family groups may include full band literature (section rehearsals) as well as various chamber settings to provide a full ensemble experience to each student.
- During the distanced semesters of instruction, work with school administration to access a larger space 1-2 times per week after school. The cafeteria, commons area or gymnasium may be large enough to safely distance the full band allowing for a full ensemble rehearsal.
- Should auxiliary units be a part of the fall semester class schedule, assign those students to a class period later in the day if the schedule and facilities permit.
- Work with administration to identify alternative teaching spaces (including outdoors as weather permits) allowing for further breakdown of sections (i.e. upper brass, lower brass, etc.)
- At the point our distancing guidelines are relaxed, add extracurricular (after school) full band rehearsals. Adjust the class meetings back to full band(s) in the subsequent semester.

Should the school system employ a direct teaching A/B schedule in any form including alternating days or two teaching sessions per day (A meets 8-Noon, B meets 1-5), please note the following suggested scenarios:

- Divide the band into instrumental families.
- Work with the guidance counselors to ensure students are scheduled in the appropriate A or B session based upon their instrument.
- The instruction through instrumental family groups should include full band literature (section rehearsals) as well as various chamber settings to provide a full ensemble experience to each student.
- Divide the band into multiple smaller full band ensembles with band class meetings in the A (8am-Noon) session as well as the B (1pm-5pm) session. At the point our distancing guidelines are relaxed, add extracurricular (after school) full band rehearsals. Adjust the class meetings back to full band(s) in the subsequent semester.
- At the point our distancing guidelines are relaxed, add extracurricular (after school) full band rehearsals. Adjust the class meetings back to full band(s) in the subsequent semester.

With the small band program, greater flexibility is possible in the scheduling of instruction throughout the school day. All school class offerings will be impacted by faculty availability and the square footage of the rehearsal space.

- As a result, the small school program may consider the addition of supplemental/reinforcement classes that will benefit the music student including music theory, music history, etc.
- The small music program may consider offering additional arts classes for the general school population in order to assist in reducing the density of class populations (i.e. Guitar, Music Appreciation, History of American Popular Music, etc.)

- Specific reinforcement ensembles (i.e. chamber groups, etc.) may be considered based on student schedules and available teaching spaces.
- Small programs may be asked to share their classroom space with other subjects to reduce class density. HSBDNA recommends working with the school administration to become a model of solution for the greater school good.

Virtual Instruction – Online Classroom Teaching Only

HSBDNA recommends substantive communication with school administrations regarding the electronic delivery of instruction across the entire curriculum. It is recommended all directors work within the equipment specifications and systems employed by the total school teaching model. This will insure all students have electronic access and educational accountability.

Suggestions for online teaching strategies include:

- Create video modules featuring teacher-led instruction including lectures, demonstrations and directed listening for students to experience a minimum of one time per week.
- Create formative assessment assignments for student submission featuring solo performances of selected excerpts of band literature as well as solos and pedagogical materials (etudes, technique exercises, etc.)
- Select a concert theme (i.e. Winter Concerts/Holidays). Direct students to record video performances of thematic solo literature and small ensembles (duets/trios/quartets). After formal review and student revision, edit the final video performances into a concert broadcast to be streamed on local media networks as well as internet platforms such as YouTube.
- Create a series of directed listening assignments based on quality recordings of band literature easily accessible through our military and university bands. Create worksheets for each assigned composition with questions focused on ensemble concepts and skills.

- Create peer mentorship settings pairing those students with advanced experience and younger musicians. Assign each peer team a recording project to be submitted by video featuring a duet performance for presentation to the full band. Consider creating guidelines for students to select their own literature for the video performance.
- Direct the students to program their own band concert. In addition to the selection of literature, the student will select a quality video performance of each work. Each student will submit a playlist based on videos of quality band performances available online via YouTube or another media channel.
- Employ habit coaching with a focus on “how” to practice in the isolated environment.
- Focus on goal-setting and time management to facilitate student success.
- Emplify virtual performances using video and audio submissions and a layering process to combine the individual performances or works into a cohesive ensemble.
- Engage in weekly literature-based virtual rehearsals on sections of music
- Assign music theory drills using various websites.
- Coordinate video meetings with professionals on their instruments. These sessions, instructional in nature, can have all the performers on mute so students can learn at their own pace and without fear or embarrassment if they are less experienced players.
- Assign appropriate level solo repertoire with SmartMusic.
- Create playing assignments using a record and submit system focused on literature and/or excerpts containing key concepts and skills.
- Lead class discussions on literature and music history.

Blended Instruction – Direct and Virtual Teaching

Consider a blended instruction scenario that includes a combination of in-person meetings and internet-based videoconference participation.

- As facilities allow, schedule a band rehearsal each day. Divide the band into smaller full ensembles with a different group meeting live each day based on facility size and capacity. The remaining students would attend the rehearsal via videoconference to hear/experience all ensemble instruction.
- Students attending the rehearsal virtually can perform along with the live ensemble in the safety of their own environment with their microphones muted. This allows the student to hear the live ensemble with a semblance of musical balance and blend as well as the music instruction and feedback from the podium.
- It is suggested a quality camera and microphone be in place in the classroom allowing all online students to see and hear the conductor/teacher clearly.
- In many cases, blended instruction will require a rotation of students between the virtual and live environments over the academic week. It is vital to establish the personal connection with each student that will begin in the live meeting and extend through the virtual setting.
- Meaningful connection is the key to success. Teachers are reminded that successful musical study must connect with the daily lives of our students.
- Based on available teaching resources, schedule online masterclasses and small group lessons via a videoconferencing system.
- Employ habit coaching with a focus on “how” to practice in the isolated environment.
- Focus on goal-setting and time management to facilitate student success.

Model D - Middle School Band

Direct Instruction with Social Distancing Measures

To prioritize and ensure the viability of the full band program, divide the band into instrumental families with each family meeting in a different class period. For example, the Brass will meet in Period 1, Woodwinds in Period 2, Percussion in Period 3, etc.

- Instruction and curricular content through instrumental family groups may include method books, full band literature (section rehearsals) as well as various chamber settings to provide a full ensemble experience to each student.
- During the distanced semesters of instruction, work with school administration to access a larger space 1-2 times per week after school. The cafeteria, commons area or gymnasium may be large enough to safely distance the full band allowing for a full ensemble rehearsal.
- Work with administration to identify alternative teaching spaces allowing for further breakdown of sections (i.e. upper brass, lower brass, etc.)

Should the school system employ a direct teaching A/B schedule in any form including alternating days or two teaching sessions per day (A meets 8am-Noon, B meets 1pm-5pm), please note the following suggested scenarios:

- Divide the band into instrumental families.
- Work with the guidance counselors to ensure students are scheduled in the appropriate A or B session based upon grade level and their instrument.
- The instruction through instrumental family groups should include method books, full band literature (section rehearsals) as well as various chamber settings to provide a full ensemble experience to each student.
- At the point our distancing guidelines are relaxed, add extracurricular (after school) full band rehearsals. Adjust

the class meetings back to full band(s) in the subsequent semester.

- Divide the band into multiple smaller full band ensembles with band class meetings in the A (8am-Noon) session as well as the B (1pm-5pm) session. At the point our distancing guidelines are relaxed, add extracurricular (after school) full band rehearsals. Adjust the class meetings back to full band(s) in the subsequent semester.

With the middle school band program and potentially limited resources including faculty, the number of students and breakdown of classes will be impacted by the square footage of the available rehearsal space.

- As a result, the middle school program must work closely with the school administration to maximize the use of school teaching space during the COVID-19 impacted semesters.
- Alternative space may be identified allowing for a greater number of students to receive direct instruction if teaching resources allow.

Virtual Instruction – Online Classroom Teaching Only

HSBDNA recommends substantive communication with school administrations regarding the electronic delivery of instruction across the entire curriculum. It is recommended all directors work within the equipment specifications and systems employed by the total school teaching model. This will insure all students have electronic access and educational accountability.

- Create video modules featuring teacher instruction including lectures, demonstrations and directed listening for students to experience a minimum of one time per week.
- Create formative assessment assignments for student submission featuring solo performances of selected band literature as well as solos and pedagogical materials (etudes, technique exercises, etc.)
- Select a concert theme (i.e. Winter Concerts/Holidays). Direct students to record video performances of thematic

solo literature and small ensembles (duets/trios/quartets). After formal review and student revision, edit the final video performances into a concert broadcast to be streamed on local media networks as well as internet platforms such as YouTube.

- Create a series of directed listening assignments based on quality recordings of band literature easily accessible through our military and university bands. Create worksheets for each assigned composition with questions focused on ensemble concepts and skills.
- Create peer mentorship settings pairing those students with advanced experience and younger musicians. Assign each peer team a recording project to be submitted by video featuring a duet performance for presentation to the full band. Consider creating guidelines for students to select their own literature for the video performance.
- Direct the students to program their own band concert. In addition to the selection of literature, the student will select a quality video performance of each work. Each student will submit a playlist based on videos of quality band performances available online via YouTube or another media channel.
- Employ habit coaching with a focus on “how” to practice in the isolated environment.
- Focus on goal-setting and time management to facilitate student success.
- Virtual performances using video and audio submissions and a layering process to combine works together.
- Weekly literature-based virtual rehearsals on sections of music.
- Music Theory drills using various websites
- Video meetings with professionals on their instruments. These sessions, instructional in nature, can have all the performers on mute so students can learn at their own pace and without fear or embarrassment if they are weaker players.
- Assign appropriate level solo repertoire with SmartMusic.

- Create playing assignments using a record-submit system focused on literature and/or excerpts containing key concepts and skills
- Lead class discussions on literature and music history

Blended Instruction – Direct and Virtual Teaching

Consider a blended instruction scenario that includes a combination of in-person meetings and internet-based videoconference participation

- As facilities allow, schedule a band rehearsal each day. Divide the band into smaller full ensembles with a different group meeting live each day based on facility size and capacity. The remaining students would attend the rehearsal via videoconference to hear/experience all ensemble instruction.
- Students attending the rehearsal virtually can perform along with the live ensemble in the safety of their own environment with their microphones muted. This allows the student to hear the live ensemble with a semblance of musical balance and blend as well as the music instruction and feedback from the podium.
- It is suggested a quality camera and microphone be in place in the classroom allowing all online students to see and hear the conductor/teacher clearly.
- In many cases, blended instruction will require a rotation of students between the virtual and live environments over the academic week. It is vital to establish the personal connection with each student that will begin in the live meeting and extend through the virtual setting.
- Meaningful connection is the key to success. Teachers are reminded that successful musical study must connect with the daily lives of our students.
- Based on available teaching resources, schedule online masterclasses and small group lessons via a videoconferencing system.

- Employ habit coaching with a focus on “how” to practice in the isolated environment.
- Focus on goal-setting and time management to facilitate student success.

Additional Concepts and Strategies/Resources For The Online Middle School Band Program

Concepts	Instructional Strategies & Resources
New Technology	<ul style="list-style-type: none"> • Teach students to use and navigate the technology used in band, as it will vary from other classes (Zoom, WebEx, Google Classroom, Infinite Campus, JupiterEd, SmartMusic, Noteflight, Music First, Sight Reading Factory, Soundtrap, GarageBand, Acapella, Tonal Energy Tuner, Flipgrid etc.) • Think of ways to limit the number of applications or use a common launchpad so students may find everything in one location.
Instrument Sanitization and Instrument Care	<ul style="list-style-type: none"> • CBDNA list of instrument hygiene methods • Review basic instrument care, including wiping down of instruments, as well as emptying spit and swabbing at least 6 feet away from others.
Air Support	<ul style="list-style-type: none"> • Breathing Gym videos that students may view at home. • Videos of long tone exercises
Embouchure	<ul style="list-style-type: none"> • Videos demonstrating proper embouchure formation and common issues with embouchure formation. Students could ask family members to take a photo of their embouchure to send to teachers for feedback. • If advanced, middle school students could model correct embouchure formation in photos for beginners.
Tone Production	<ul style="list-style-type: none"> • Students could use observational and written skills to compare and contrast, as well as provide descriptions of tone quality in teacher-provided videos. Teacher could introduce terminology and examples commonly used to describe tone.
Intonation	<ul style="list-style-type: none"> • Create a Google doc with a table that includes each chromatic pitch within a middle school student’s instrument range. Students will play each pitch with a tuner, determine if they are sharp or flat, and how many cents sharp or flat they are. They will fill this information into the chart. Students will isolate the top 3 pitches that are out of tune and work for a week with a tuner to manipulate the pitch so it is more in tune.

Rhythm and Pulse	<ul style="list-style-type: none"> ● Concentration on teacher selected band methods and drills which focus on rhythms in simple and compound meters. Students submit recordings of their performance for teacher feedback.
Note Mastery and Fingering	<ul style="list-style-type: none"> ● Concentration on teacher selected band methods and drills which focus on scales and key changes. ● Create online flashcards and quizzes through Quizlet or Cram.
Expanding Range	<ul style="list-style-type: none"> ● Concentration on teacher selected band methods and drills which focus on scales, arpeggios, and intervals. Students submit recordings of their performance for teacher feedback.
Articulation	<ul style="list-style-type: none"> ● Concentration on teacher selected band methods and drills which focus on varied articulations. Students submit recordings of their performance for teacher feedback.
Musicality (Phrasing, Dynamics, Tempo Changes)	<ul style="list-style-type: none"> ● Record an etude performance that includes all of the phrasing and necessary adjustments for review. Teacher provides feedback.
Balance and Blend	<ul style="list-style-type: none"> ● Small group virtual performances, starting with short duets and expanding to larger ensembles. ● Virtual performances using video and audio submissions and a layering process to combine works together.

Additional Concepts and Strategies/Resources For The Blended Middle School Band Program

Employ all online learning concepts/strategies listed above and add the following:

Concepts	Instructional Strategies and Resources
Musicality	<ul style="list-style-type: none"> ● Play simple, homophonic chorales (starting in familiar keys) and discuss possible effective alterations for musicality.
Balance and Blend	<ul style="list-style-type: none"> ● If ensembles are rehearsing as separate groups, use class recordings for other classes to learn context, balance, blend to help students understand and experience a finished work. This should be done after students learn their music. ● Weekly literature-based virtual rehearsals on sections of pieces per week in student homes. Students who are not in school on certain days can login to class via videoconference and mute themselves to play along with the “live” classes. They can hear other parts to understand the blend and balance necessary for playing full band pieces. They would also hear the feedback provided to their peers, which could apply to them. If possible, band rooms should be equipped with a high quality camera and microphones to best execute this practice.

Model E - Beginning Band

The beginning band, although sometimes taught in same space as the middle school band, is a completely different teaching environment, process and mindset. As a result, HSBDNA recommends all scheduling considerations and teaching scenarios listed above for middle school band be employed with the addition of the following beginning band-specific suggestions.

Concepts and Strategies/Resources For The Online Beginning Band Program

Concepts	Instructional Strategies & Resources
New Technology	<ul style="list-style-type: none"> ● Teach students to use and navigate the technology used in band, as it will vary from other classes (Zoom, WebEx, Google Classroom, Infinite Campus, JupiterEd, SmartMusic, Noteflight, Music First, Sight Reading Factory, Soundtrap, GarageBand, Acapella, Tonal Energy Tuner, Flipgrid, etc). ● Think of ways to limit the number of applications or use a common launchpad so students may find everything in one location.
Rhythm Reading	<ul style="list-style-type: none"> ● Teacher-created videos on how to read rhythms. Provide simple rhythmic examples for students to clap and count while using a metronome. Students will record and submit this to the teacher for review.
Instrument Screening	<ul style="list-style-type: none"> ● To simplify instruction, teachers might consider starting only basic instruments: Flute, Clarinet, Trumpet, Trombone. Students may expand to learning other instruments in the next year. ● Conduct online student instrument screening by asking the student to sing back pitches, identify high and low pitches, imitate clapped rhythms, match the teacher’s modeling of brass mouthpiece, buzzing high and low pitches, use a finger to demonstrate the sax, clarinet, or flute embouchure formation – including teeth placement, chin, etc. - proper tongue placement and other details of preparing to make an initial sound.
Instrument Set-up, Hand and Holding Instructions	<ul style="list-style-type: none"> ● Videos demonstrating proper instrument set-up and break down. Students record themselves setting up and breaking down videos for submission to teachers. Teachers provide feedback. ● Videos demonstrating proper hand positions and holding positions for each instrument. Students ask a family member to take a photo of their hand and holding positions to send to the teacher for constructive criticism.

Instrument Sanitization and Instrument Care	<ul style="list-style-type: none"> ● CBDNA list of instrument hygiene methods ● Videos on daily instrument care, including wiping down of instruments, as well as emptying spit and swabbing 6 feet away from others.
Air support	<ul style="list-style-type: none"> ● Breathing Gym videos that students may view at home. ● Videos of long tone exercises.
Embouchure	<ul style="list-style-type: none"> ● Videos demonstrating proper embouchure formation and common issues with embouchure formation. Students could ask family members to take a photo of their embouchure to send to teachers for feedback.
Tone Production	<ul style="list-style-type: none"> ● Students use observational and written skills to compare and contrast, as well as provide descriptions of tone quality in teacher-provided videos. Teacher could introduce terminology and examples commonly used to describe tone.
Rhythm and Pulse	<ul style="list-style-type: none"> ● Concentration on teacher selected band methods and drills which focus on rhythms in simple meters. Students submit recordings of their performance for teacher feedback.
Note Mastery and Fingering	<ul style="list-style-type: none"> ● Concentration on teacher selected band methods and drills which focus on scales and exercises in various keys. ● Create online flashcards and quizzes through Quizlet or Cram.
Articulation	<ul style="list-style-type: none"> ● Concentration on teacher selected band methods and drills which focus on varied articulations. Students submit recordings of their performance for teacher feedback.
Musicality (Phrasing, Dynamics, Tempo Changes)	<ul style="list-style-type: none"> ● Play and record simple exercises in the method book and discuss possible effective alterations for musicality. Teacher provides constructive feedback.
Balance and Blend	<ul style="list-style-type: none"> ● Small group virtual performances, starting with short duets and expanding to larger ensembles.

Concepts and Strategies/Resources For The Blended Beginning Band Program

Employ all online learning concepts/strategies listed above and add the following:

Concepts	Instructional Strategies and Resources
Musicality	<ul style="list-style-type: none"> ● Play simple exercises from the method book and discuss possible effective alterations for musicality.
Balance and Blend	<ul style="list-style-type: none"> ● If ensembles are rehearsing as separate groups, use class recordings for other classes to learn context, balance, blend to help students understand and experience a finished work. This should be done after students learn their music. ● Weekly literature-based virtual rehearsals on exercises in method books in student homes. Students who are not in school on certain days can login to class via videoconference and mute themselves to play along with the “live” classes. They can hear other parts to understand the blend and balance necessary for playing full band pieces. They would also hear the feedback provided to their peers, which could apply to them. If possible, band rooms should be equipped with a high quality camera and microphones to best execute this practice.

GENERAL CONSIDERATIONS FOR ALL BAND PROGRAMS

The blended learning environment is unprecedented in band history. It is imperative that dedicated, certified, and highly qualified music educators are employed for music programs. These educators will be able to differentiate between student achievement levels, learning modalities, instructional practices, and evolving situations. The challenges of a blended learning environment can be daunting, but an experienced director can be entrusted to navigate the challenges while maintaining curriculum standards and instructional quality.

As of this writing, Center For Disease Control (CDC) distancing guidelines require a minimum spacing of 6 feet between humans. This translates to 36 square feet of classroom space per student (i.e., a music room of 1,900 square feet would safely seat 52 students.) Current studies are underway to verify the spacing required for wind and vocal musicians to rehearse and perform. In order to comply to the current CDC standard, HSBDNA recommends:

- Whenever possible and weather permitting, consider music rehearsals and performances in outdoor spaces.
- To maximize indoor space, consider a “music in the round” seating configuration. The adjustment from traditional concert band semicircular rows to concentric circles allows for a greater use of available space while providing a workable listening environment.
- HSBDNA encourages an even greater distance between students due to the air and moisture involved when vocalizing or playing a wind instrument. Whenever possible, please use a minimum of 10’ (100 square feet) between students.
- When possible, music classes should use auditoriums, gymnasiums, or cafeterias to increase the number of students who can safely participate in music ensemble rehearsal and instruction.

HSBDNA recommends a well-planned approach to the use of instrument storage to minimize close contact and student interaction.

- Students should enter and exit the storage space in one direction and order when retrieving instruments and the opposite direction/order when returning.
- Instruments should be taken from and returned to their cases outside of the storage area.
- Students whose instruments are too large to be carried throughout school should place them in various designated locations around the rehearsal room to avoid close contact during rehearsal preparation and follow up.

MARCHING BAND CONSIDERATIONS

- Limiting time inside any buildings and access to parts of buildings to minimize the number of spaces that must be sanitized daily.
- Students must not share water containers or receive water from a communal water source (fountains/coolers).
- Students should have individual bottles that are distributed in a manner to maintain appropriate distancing.
- Distribution of food should be prohibited. Students should bring their own meal or snack for rehearsal consumption. Sharing of food should not be allowed.
- Consider ways in which to maximize student rehearsal time and therefore decrease the student time on campus and mitigate exposure. (Ex. Faculty “set” drill spots by painting dots, placing markers, etc.) without the students present. This eliminates large blocks of student rehearsal time.
- Directors are strongly encouraged to follow their State Guidelines regarding issues of health, safety and group attendance.
- Give special consideration to percussion arrangements allowing acceptable performance while distancing between the musicians at all times.
- Develop a band policy regarding the wearing of masks in all rehearsal and performance situations.
- The use of intricate drill with a high number of sets is not advised for the 2020 marching season.
- Drill should be written in a manner that maintains proper distancing and acknowledges the possibility of decreased teaching time and increased student/staff absenteeism.
- Props generally require multiple people to manipulate. HSBDNA recommends a more basic show design approach allowing each auxiliary member to personally handle all equipment needed to perform. This will also alleviate the need for parent/staff handling of equipment and thereby minimizing exposure for all.
- HSBDNA discourages any sharing of equipment for any reason.

- Front ensemble percussion instruments should be permanently assigned to an individual performer.
- It is suggested that front ensemble arrangements be minimized allowing the individual percussionists to personally transport their equipment at all times.
- Designers should work to eliminate any transfer of instruments or equipment in the front ensemble.
- All percussion implements (i.e. mallets, sticks, accessories) should not be shared.
- Should additional personnel be required to move larger equipment (i.e. Marimba, etc.), it is recommended the specific student's family member be assigned to that task.
- Drum Major podiums should be transported by a drum major family member.
- Masks and gloves should be worn by any non-performers / members whenever they are present and moving equipment.

TOGETHER AS ONE

HSBDNA recommends all band programs consider performing **TOGETHER AS ONE**, a free musical offering designed to help marching bands put together a highly effective, community-based show in a minimal period of time. Written at two levels of difficulty, the material is arranged to be accessible for bands of any performance level and size. This three-movement show is designed both musically and visually to be taught quickly and for maximum audience reaction. Bands can combine and easily play together in both a football halftime performance or an outdoor concert situation. Visual resources, including staging and choreography videos for auxiliary units, are available student preparation and distanced rehearsal. In addition, two parade arrangements with choreography are also included.

TOGETHER AS ONE will be available for free download and access in June, 2020. More information is available at www.varsity.com

INSTRUMENT SANITATION

HSBDNA strongly advises the reading and observance of the following resources.

<https://nafme.org/about/position-statements/health-in-music-education-position-statement/health-in-music-education/>

<https://www.unlv.edu/music/instrument-hygiene>

[NFHS Instrument Cleaning and Sanitization Guidelines](#)

FINAL SUGGESTIONS

- HSBDNA recommends to each director the importance of conveying their current state of instrument inventory versus their specific student needs. COVID-19 funds are available for the pandemic impact on schools. There is a possibility some of these funds could be used to bolster the instrument inventory for student safety and educational success.
- Stress to all music faculty, instructors and student leadership the importance of creating and maintaining proper ventilation in all indoor rehearsal/performance spaces.
- HSBDNA encourages all band directors to research online learning platforms that are designed as music assessment tools such as SmartMusic. Working with administrators to secure funding for these platforms through federal technology funds included in the CARES act would prepare our music programs and students for success in any teaching scenario.

ONLINE RESOURCES

HSBDNA recommends the following online resources and encourages all to visit HSBDNA (www.hsbdna.org) Please visit these sites regularly for the latest information regarding COVID-19 and its impact on music education.

[American Bandmasters Association COVID-19 Forum](#)

[American Bandmasters Association Online Resources](#)

[College Band Directors National Association](#)

[CBDNA COVID-19 Response](#)

[National Federation of State High School Associations](#)

[NAfME COVID-19 Resources](#)

[National Association Of Music Merchants](#)

[CDC Coronavirus](#)

[Together As One](#)

[CDC School Safety Guidelines](#)

[Virtual Learning Resources For Music Educators](#)

[Social Emotional Learning](#)



**HIGH SCHOOL BAND DIRECTOR'S NATIONAL ASSOCIATION
COVID-19 Task Force Committee**

Robert W. Smith (Chair) - Alabama
Composer, Teacher

Kristi Liou - Hawaii
Middle School Educator

Jim Sheeley - New Jersey
Director, USBands

David Jones - Alabama
High School Educator

Deborah Bradley - Georgia
Educator, Woman Band Directors
International

Jim Arnold - Georgia
School Superintendent (Retired)

Earl Shaffer - Virginia
High School Educator

Kerry Palmer - Alabama
University Administrator

Roland Ventura - Georgia
Middle School Educator

Andy Meadows - Alabama
Fine Arts Specialist, ALSDE

Bud McCormick - New Jersey
High School Educator

Dr. Derek Watson - South Carolina
Physician

Will Boartfield - Alabama
Middle School Educator

Oliver Boone - Georgia
Executive Director
High School Band Directors
National Assn.

Vincent Rosse - Georgia
Middle School Educator

Thomas L. Childers - Georgia
Major General (US Army - Retired)

Chadwick Kamei - Hawaii
High School Educator

Susan L. Smith - Alabama
Educator

Michael Nakasone - Hawaii
High School Educator
NBA Hall of Fame

Past-President, Alabama Music
Educators Association