

# Classroom Management

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NMMEA Summer Workshop, Classroom Management Panel

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## 1A. Physical Set Up

- \* My chairs are set up in a U shape with the Promethean Board located at the opening where all the students can see it. This open arrangement shape provides a safe space for dancing.
- \* Instruments on wheeled stands are stored behind the chairs for easy access.
- \* Bulletin Boards around the room represent the units being covered throughout the year (Melody, Rhythm, Harmony, Form and Timbre).
- \* One section of wall is reserved for "The Wall of Fame" where outstanding papers are featured on a rotating basis.

## 1B. Seating Chart

- \* I have students sit in a U shape in groups of 2-3 girls or boys in an alternating pattern. They can choose their own partners first, but I reserve the right to change their seats if they make a poor choice. They are encouraged to pick opposite personalities (chatty and quiet or high energy and calm).
- \* After a seating arrangement is established, I input it into the computer in the same order that they sit and use it as my grading sheet.

**Example:**

**Ms. Mowery's 5<sup>th</sup> Grade Class, Rm. 157  
North Star Elementary School, S.S.: F023  
Music Assessments Spring, 2019**

Names	S1	S2	M	P	C1	C2	C3	Effort	RC1	RC2

25 Students > 12 Girls & 13 Boys

- |  |                                 |
|--|---------------------------------|
| S1= Group: "Sing Me Another" Round           | S2= Solo Roll Call > Full Scale |
| M= "La Raspa" Mixer Dance                    | P= 12 Bar Blues on Ukelele      |
| C1= Rhythm Pattern Reading and Identifying   |                                 |
| C2= Orchestra Instruments Families Worksheet |                                 |
| C3= Solfege Pattern Reading and Identifying  |                                 |

(S=Singing/M=Movement/P=Playing/C=Concept)

Grades:	Effort:	Comments:
4=Advanced	E=Excellent	GU=Great Understanding of Concepts
3=Proficient	S=Satisfactory	FS=Fine Singer
2=Nearing Proficient	I=Improvement Needed	HW=Hard Worker
1=Beginning Steps	N=No Effort Made	GM=Great Musicianship
		GP=Great Performer/GI=Great Instrumentalist

This system works well for helping me memorize students' names. Since I teach the entire school population, it is important to make a strong effort to use individual students' names for affirmation and validation.

## 2A. Individual Discipline

- \* Every class is informed that individuals are allowed three "strikes," like baseball, before having to sit in the "Audience" (where they stay until they are ready to join the class again appropriately). If a child ends up in the "Audience," their parents and classroom teacher are notified. Then that student has to come in at recess and clean instruments.
- \* The "Audience" is also used for students who are experiencing a difficult emotional time where functioning in music class is not possible that day (i.e., a close family member has passed or parents are getting a divorce). Stuffed animals are also made available for comfort.
- \* School wide discipline systems vary from school to school, and I try to align my discipline plan with it. The main goal is to consistently enforce the rules.
- \* I follow the system where I am located while on duty and try to align as best as possible in my music classroom. Often the school utilizes the counselor or principal or the "Red Team" when students are having serious issues. However, it is best to try to deal with issues yourself first if possible.

## 2B. Group Discipline

- \* Emoji's are set up on the board>super smile, smile, not so much smile and frown. A Teacher Assistant is chosen to assess the group effort and indicate it by pointing the magnetic arrow to an emoji that reflects the T.A.'s assessments. The T.A. assessments are done at the transitions between segments of the class.
- \* If a class earns mostly smiles or super smiles overall for ten weeks, those classes earn a game day.

### **3A. Introduction>R-K's Rockin' Rules:**

A>Step-step-clap (eighth-eighth-quarter) performed as ostinato throughout "We will, we will rock you" X 2 (tune: Queen's "We Will Rock You")

B>Students echo teacher (later with Student Leaders): "Rule #1"  
"Physical Safety" "I will be safe with my body, my neighbors' bodies and the equipment." (spoken)

A>Step-step-clap ostinato performed throughout "We will, we will rock you" (tune: Queen's "We Will Rock You") X 2

B<sub>1</sub>>Students echo teacher (later with Student Leaders): "Rule #2"  
"Emotional Safety" "I will be kind to my neighbors." "I will not call them names or laugh at them." "I will encourage my neighbors and clap for them when they perform."

A>Step-step-clap ostinato performed throughout "We will, we will rock you" (tune: Queen's "We Will Rock You") X 2

B<sub>2</sub>>Students echo teacher (later with Student Leaders): "Rule #3"  
"Listen and follow instructions." "I will respect my teachers, neighbors and the equipment." "I will raise my hand and wait for my turn to talk."

A>Step-step-clap ostinato performed throughout "We will, we will rock you" (tune: Queen's "We Will Rock You") X 2

### **3B. Closing>Song and Gong**

\* For the younger students, we often close with "Adios, Amigos."

For the middle-aged students, we often close with a simple round like "Make New Friends." For the older students, we often close with a more challenging round like "Viva la musica."

\* The big gong is set up near the door. After the closing song and students have lined up, one hard working student is chosen to play the gong. The gong is played and then we bow to each other and say a farewell (often Namaste, Salam, Shalom or Peace).

### **4. Building Teamwork**

\* Good manners create respect among students. It is a life skill. For example, saying please and thank you to *all* students, especially those who do not like each other, teaches one to be self-disciplined in difficult situations.

\* Student led classroom management is another way of building teamwork (see above notes about the Teacher's Assistant.)

**\* Cooperative Grouping** where students compose and share out in small groups (usually 5-6 students) is a great way to get team spirit started. Be sure to consider how you want to break the class into groups. Do you want to let them pick? Should they choose a team leader, or should you? Do you want to choose team leaders and let them choose the rest of their groups? Give them a time limit and let them know when they have 1-2 minutes left. Be sure to let them share their creations with each other.

**\* Pair-Share** refers to having students pair up and share out focus points from a new concept. I often have my Music Buddies be the pairs or trios, because it takes less time for them to pick.

**Note:** **\* Routines** are very important for young children. It makes them feel safe in their space. As a rather creative person who is more spontaneous, it took me a long time to figure out what works for me as a teacher. Please note that most people like routines and some cling to them, so you need to establish routines for your students.

**\* Today's trend** is student led classrooms. This idea is good if it is well prepared by the teacher. Years ago, I observed a master teacher at work with her class. Afterwards, I asked her to tell me the most important thing to successful teaching. Her reply was sage advice: "Never do for your students what they can do for themselves."