

TAKE A STAND CONFERENCE SESSION

Models for Student Leadership and Mentorship in the Classroom

Co-Presenters

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AGENDA

I. Setting the Stage: Developing a Growth Mindset

- Fixed vs. Growth Mindset (Dweck, 2010): A person who ...
 - Fixed Mindset: believes that intelligence is an inborn trait
 - Growth Mindset: believes that intelligence can develop over time
- Character Strengths Linked to Growth Mindset:
 - Curiosity, Gratitude, Grit, Hope, Self-Control, Social Skills, and Zest

II. Tuning Up: Belonging, Effort, Self-Efficacy, Relevance/Purpose

- Academic Mindsets are students' beliefs about themselves in relation to school and learning. Farrington (2013) identified four key mindsets that predict positive learning behaviors:
 1. I belong in this academic community (Belonging)
 2. My ability and competence grow with my effort (Effort/Growth Mindset)
 3. I can succeed at this (Self-efficacy)
 4. This work has value for me (Relevance/Purpose)

II. Practice Linked to Principles: JAMM Tools for Leadership & Empowerment

- *Belonging*: Teaching Assistants' Program
- *Effort*: BFF Practice Sheet and Karate Belt System
 - Goal-setting: Proximity, Specificity, and Difficulty
 - Feedback: Compliment Sandwich and American Idol
- *Self-Efficacy*: Online Lessons Page on JAMM website
 - Belief in one's ability to organize/execute course of action to attain a goal.
- *Relevance/Purpose*: Creating the Hook for Each Lesson Using Social Media

III. YOLA@HOLA Three models: Based on Relationship Building

- Leadership (Team building, teams who represent the program and plan events)
- Mentorship (Peer-to-peer teaching, older students playing in younger ensembles, older students leading team building activities)
- Volunteering (receiving or choosing a job to do such as setup crew, admin, assisting teaching artists). Excitement around clocking hours, and giving back to the program. Linked to HOLA Core Values: Responsibility, Support, Positive Communication and Respect.

Leadership in the classroom: Every student has the ability to be a leader in some capacity. Finding tasks that different students can take ownership of (sharpening pencils or cleaning the board or being a greeter at the door or helping the student sitting next to them).

Spaces and time to have honest conversations: Talking circles, activities that allow students to examine and share their own thoughts about programming and the world around them.

Example 1: Sharing through talking circles

Through talking circles students shared their ideas about missing a certain teacher, about loving technology and wanting to try new things – we then created an elective hour which included bringing this particular teacher in to do a music technology and creating music class, in addition to chamber music, conducting and improvisation.

Example 2: Having an impact on program design.

- Our high school students through their leadership group expressed some thoughts about programming. We then facilitated a process where they got to share their thoughts by engaging in the activity “Agree/Disagree”, where they designed statements about programming, and the whole class had to choose whether they agreed or disagreed with it by going to stand by the sign “Agree” or “Disagree”. Through we discussed their thoughts.
- Discussion and Ideas: They then narrowed their thoughts down to 5 topics, and each student chose a group to discuss productive solutions around each topic.
- Presenting and defending: Students then pasted ideas up on the wall, and presented their ideas to the class, and the class could ask them questions about their ideas
- Consensus: Students then got to express which ideas they agreed with most by moving around the room and placing a mark next to the idea they most liked.

Example 3: Starting each day well.

During Summer the beginning of each phase of programming everyday started with 15 – 30 minutes of Conscious Discipline time. Teachers would either do a talking circle or greeting/wish you well songs or breathing exercises or conscious Discipline greetings. For older students, it was a time to hang out and chat, as well as get their jobs around class done.

<http://consciousdiscipline.com/>

IV. Rehearsal and Response:

- **What: What do you do in the classroom that promotes leadership & mentorship in the program?**
- **Why: What is this based on? Resources? Concepts?**
- **How: How do we set students up for success? What does this look like in our day to day?**

V. Alignment & Reflection: 5 C’s of Lerner’s Positive Youth Development Model

- Character, Competence, Confidence, Caring, & Connection = Contribution

GROWTH MINDSET RAP

**by the Participants of the Juneau Basic Arts Institute Summer 2015
Adapted for JAMM@Glacier Valley Elementary School**

CHORUS

Effort and challenge grow your brain – that's growth mindset
So if you don't succeed at first ... remember the words, NOT YET!

VERSES:

GRIT

Finish what you start, even when it's tough – that's grit.
Climb that mountain you might fall, but just stick with it!

ZEST

Energy, excitement that is zest
Open your mind and show interest

HOPE

Feeling of expectation with a goal that's hope
Look forward to the future; don't sit around and mope

GRATITUDE

Giving thanks is gratitude.
"Value life!" is the attitude!

SOCIAL SKILLS

Tuned into all those feelings that's social skills
Be aware of the situation to show good will

CURIOSITY

Want to know more? That's curiosity!
Questions to explore life's mysteries!

SELF-CONTROL

You're focused and calm, that's the goal.
Don't lose your temper, that's self-control.

JAMM'S STRATEGIES PRACTICE SHEET

By Lorrie Heagy, JAMM Director

	BEFORE – 5 Minutes	DURING - 15 Minutes	AFTER – 5 Minutes
S T R A T E G I E S	<p>Organize:</p> <ul style="list-style-type: none"> binder, pencil, timer & place where you can focus with no distractions. <p>Review:</p> <ul style="list-style-type: none"> Watch the JAMM online lesson for a particular piece. What is the Key Signature? What is the time Signature? Listen to the piece while looking at the music. Write in fingerings and make notes if needed. <p>Analyze:</p> <ul style="list-style-type: none"> What are the patterns/form? What's familiar? What's new? <p>Set Your Goals:</p> <ul style="list-style-type: none"> What's the most challenging spot? Bracket it with a pencil. What are my goals for this piece? 	<p>Warm-up: 5 minutes</p> <ul style="list-style-type: none"> Movement Play the Scale/Arpeggio related to the piece. Play the piece. Technique: choose one strategy from each column for fingering, rhythm, and tone. <p>Focus & Self-Check: 5 Minutes</p> <p>Isolate a challenging spot and give it a workout!</p> <ul style="list-style-type: none"> Sing the note names Chant the rhythm Break it Down: play the Dice Levels Game! Slow it Down: be accurate and focus on great tone quality Repeat: 5x in a row with no mistake or start over again! Chunk it: little bites can be combined to form single thoughts. Show Grit and Believe: Yes, I Can! <p>Playtime! 5 Minutes</p> <ul style="list-style-type: none"> Review repertoire Play fun songs Improvise/Free time 	<p>Rate Your Progress:</p> <ul style="list-style-type: none"> Did I make progress toward my goal? <p style="text-align: center;">1 2 3 4 5</p> <p>Was I good strategy user?</p> <ol style="list-style-type: none"> Did I use different strategies? Did I think about why, when and where to use a specific strategy? Was I able to ignore distractions? Did I use effort and focus? <p>Rate Your Practice:</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Give Yourself a Compliment Sandwich. Be Specific:</p> <p style="text-align: center;">Compliment Correct Compliment</p> <p>Something I will work on for next time:</p>

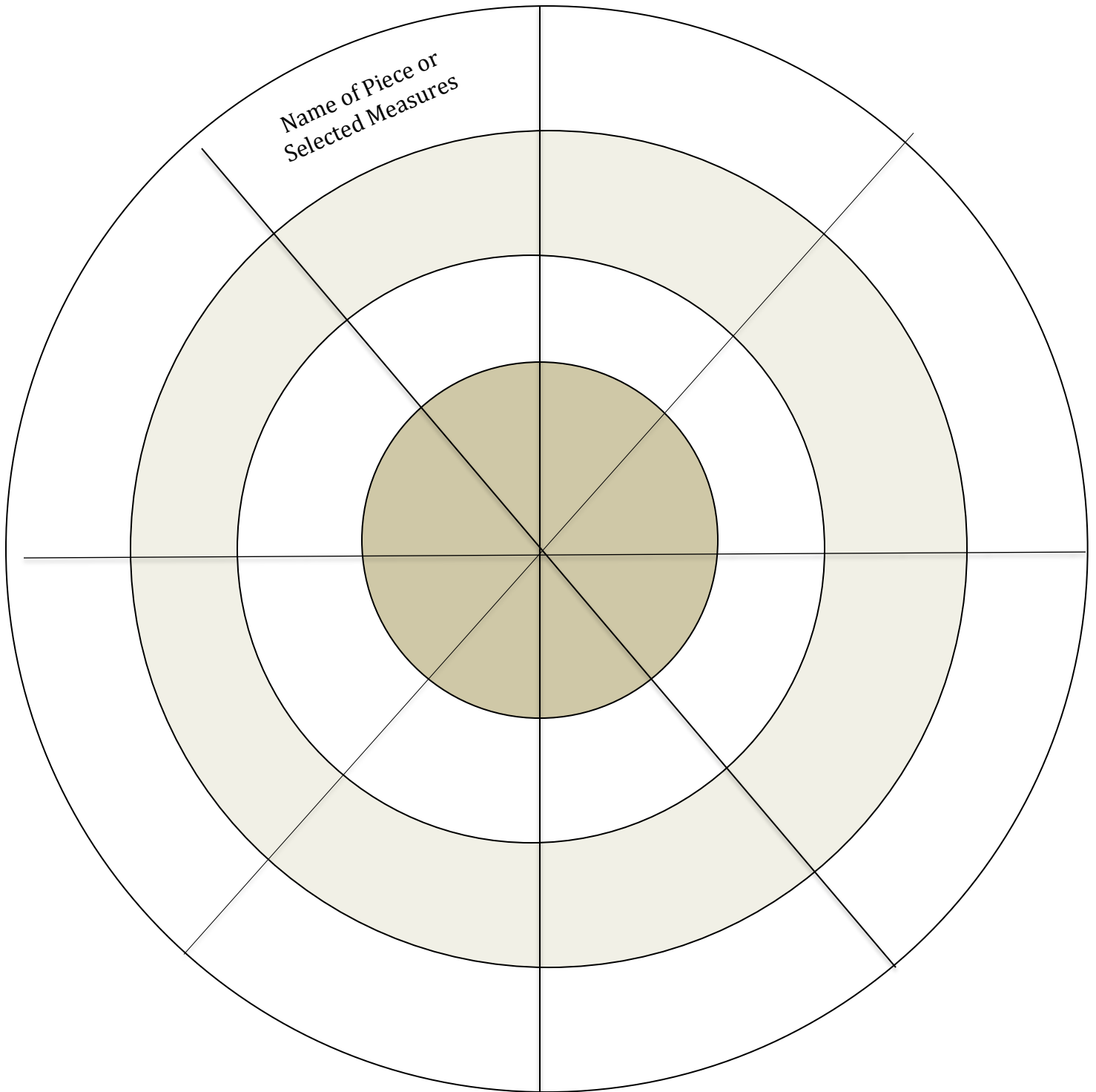
TECHNIQUE BOX

Fingerings	Rhythms	Tone
<ul style="list-style-type: none"> Pluck it Shadow Bow Start slow, then speed up Start in different spots 	<ul style="list-style-type: none"> Play it on one string Take out the slurs Use a metronome Sing or chant it 	<ul style="list-style-type: none"> Long Bows Crescendo Experiment with different dynamics

Preparation Target

Adapted from Steve Oare's "Practice Education: Teaching Instrumentalists to Practice Effectively"

Level 1: Notes & Rhythm Played Separately	Level 3: Articulation, Steady Tune, In Tune
Level 2: Notes & Rhythms Played Together	Level 4: Fluent and Expressive



JAMM Orchestra Karate Belt Songs Matrix
 Created by Missouri Smyth – Strings Teacher at Floyd Dryden Middle School

NAME: _____

Grade: _____ **Teacher:** _____

Karate Belt Ribbon	Belt Songs EE2000 Strings, Orange Book 1	Playing Test Date	Belt Received Date
Novice White	#9, #16 #22		
Novice Yellow	#25, #29, #32		
Novice Orange	#36, #41, #49 #53		
Novice Green	#60, #62 #64		
Novice Blue	#69, #73, #76		
Novice Purple	#78, #81, #84, #86		
Novice Pink	#98, #100 #102		
Novice Red	#105 #107		
Novice Light Brown	#114 #115 #116,		
Novice Brown	# 129, #133, #135, #137 #139		
Novice Grey	#149, #155		
Novice Black	#163, #165 #166		
Novice Gold	#174, #182		

Karate Belt Song Assessment

Belt Color	Song
White	Pizz. Notes on D String (& G string on Bass) Counting with steady sub-divided beat Square first finger shape (Violin & Viola) Keeping fingers down while playing pitches on another string
Yellow	Left Hand Shape Bass Shifting Pizzicato D major Scale
Orange	Parallel Bowing Smooth and even tone Arm level changes at string crossings
Green	Bowing & Fingering D & A string notes Playing correct bow markings Bowing parallel to the bridge – Lane 2 String levels $\frac{1}{2}$ steps and whole steps
Blue	Playing correct bow markings Bowing parallel to the bridge String levels $\frac{1}{2}$ and whole steps 1 st & 2 nd endings
Purple	Counting and playing $\frac{1}{4}$, $\frac{1}{8}$ th , and $\frac{1}{2}$ notes in 4/4 meter Changing bow speeds for different lengths of notes Violin/Viola fourth fingers
Pink	G String notes Violin/Viola 4 th finger D Counting $\frac{1}{4}$, $\frac{1}{8}$, and $\frac{1}{2}$ notes in 4/4 time
Red	$\frac{3}{4}$ Time Signature Counting dotted half notes Changing bow speeds for different note lengths
Light Brown	Describe and demonstrate tie & slur Smooth string crossing Upbeat with correct sub-divided counting Demonstrate & describe D.C. al fine, Da Capo, & Fine
Brown	Demonstrate F natural, half step & whole steps, Able to play CM with correct finger placement for F & C natural Violin & Viola 4 th finger Demonstrate Andante Tempo
Grey	Viola - 4 th finger G on C string Cello - 4 th finger F on C string Whole note & Whole rest with correct sub-divided counting CM arpeggio and scale degrees
Black	Violin E string notes-F#, G, A B Bass - F# on E first finger Upbeat
Gold	Staccato Hooked Bow Dynamics G, D, C, Scales & Arpeggios Improvisation

JAMM Orchestra Karate Belt Songs Program 2015 - 2016

Dear Parents & Guardians,

JAMM students will be participating in a practice program known as the **'Karate Belt Song Program' (KBSP)**.

Much like a 'Karate' Program, the KBSP is made up of different skills that need to be mastered before progressing onto the next level.

Each level has a colored karate belt represented by a RIBBON that is attached to the scroll of the instrument.

How the 'Karate Belt Song Program' Works:

1. The 'KBSP' is made up of songs from the method book, 'Essential Elements 2000 for Strings'. The songs are known as 'belt songs.'
2. Each 'belt song' has specific skills that a student needs to master before moving onto the next level. All levels have 'novice' songs that will help students prepare for the 'belt song'.
3. Students are awarded a colored ribbon when they successfully master the specific set of skills required at each belt level.
4. The 'belts' are skill based and increase in difficulty, therefore, they are to be earned in order.
5. Students will be taught the concepts and skills necessary for each 'belt song' in class, and then assessed on Monday of each week.

NOTE: The testing day will be adjusted accordingly if a holiday, long weekend, or other activities conflict with the test day.

6. Students who need more time to master the specific skills associated with a 'belt song', will be given one extra week to prepare and then assessed.

The benefit of the KBS program is that it allows the student to progress through the curriculum at their own pace, (called differentiated instruction).

JAMM's Online Lessons Webpage:

JAMM's online Lessons webpage was developed to put students at the center of their learning by giving them choice and responsibility for their learning path, as well as options for social interaction. As students gain in their technology skills, they will be encouraged to research background information on a piece and create a videotape that will act as the introduction or "hook" to the lesson. They can also videotape themselves performing the selected piece and upload it on the password-protected site for their JAMM peers to watch and provide feedback through a forum. Parents who cannot attend JAMM after-school can also view the online string lessons to get a better understanding of how they can support their child's practice at home.

To see a fully developed lesson page, please click to Trolls and Orcs listed under this link: <http://www.juneaumusicmatters.com/lessons.html>. Each Lessons tab is password protected and organized by Year 1 through Year 5 lessons. Each Year tab includes a separate web page for each piece of music, which has the following components as its template:

- **Introductory Video:** this video acts as the attention-getting hook and provides an overview of the lesson. JAMM students create these videos in Music Tech. They detail the mission and skills necessary to master in this lesson. The introductory video provides stories about the composer and/or piece of music, as well as a historical context, to foster student interest and engagement.
- **Lesson Video:** JAMM violinists recorded these lessons, which include a student and teacher model to encourage parental involvement with their child's at-home practice. Each lesson identifies and models the mastery of one or two skills.

- **Play-Along Video:** one of JAMM’s MAT students or interns perform the piece of music and invites the student to play-along, as a form of motivation and assessment.
- **“Boss Level” Video:** borrowing language from popular video games, this component of the template provides an extra challenge or for students who have mastered the skills in the video lesson and are looking for more. Included in the Boss Level lessons are opportunities for children to improvise.
- **Inspirational Video:** JAMM staff and interns selected these videos with the intent of inspiring students to keep practicing their instruments. Some are videos of famous violinists while others connect classical music to contemporary topics like animation, commercials, and mash-ups.
- **Survey:** The final template piece is not a video, but a survey. This survey acts as an optional check-off list for students to document what components of the lesson template they completed and e-mail it to the instructor. As part of the check-off list, students can indicate if they would like to upload a video of themselves performing this piece a soloist, duet, or small chamber groups. This option uses social media to document learning in an authentic and motivating way. As students master a piece, they also have the option of being listed as a teaching assistant for this piece.
- **Comment Feature:** this component will create space for online dialogue and encourage students to comment on videos produced by other students, read comments about their recorded performances, and share tips and strategies online to help others successfully master each piece.