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Three Little Birds Music Education Services LLC

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FMEA TCC 116 & 117

PERFORMANCE
PREP TAKES SO
MUCH TIME.....

(...AND IT DOESN'T HAVE TO!)



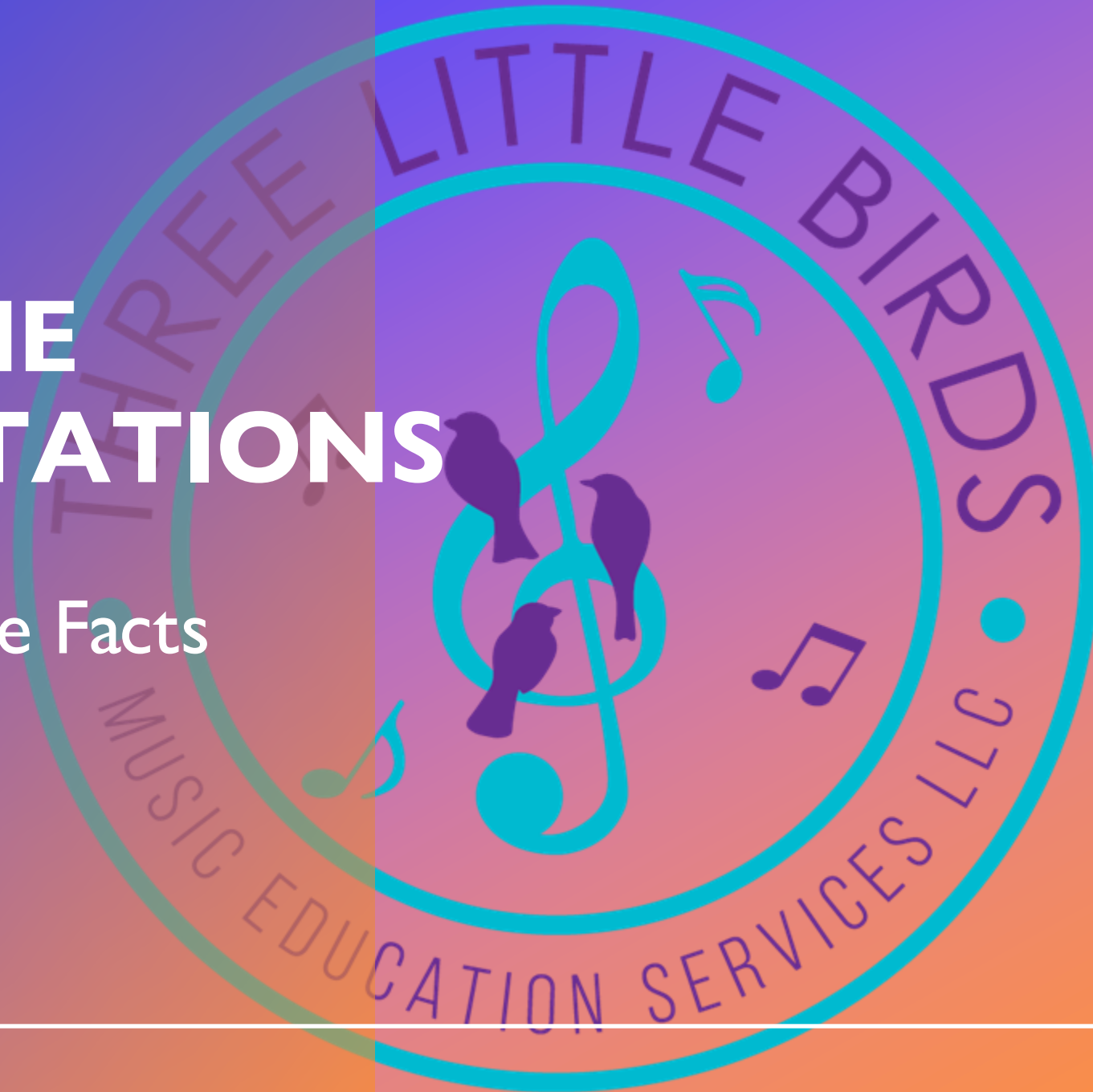
THE ELEPHANT IN THE MUSIC ROOM

The expectations are
unreasonable, and I am
powerless to change them.



LIST THE EXPECTATIONS

Just the Facts



Is This Working?

Think back to past performances or your level of experience.

- How did the event/concert go?
- What was/is successful?
- What are/were the challenges?
- What are some things that I can do to improve the situation?
- Are there expectations that are unworkable?
 - What are they?
 - Why is it a problem? (Be as specific and matter of fact as possible)

Is this Working?

How can I build on what goes/went well?

Which changes am I empowered to make to improve the experience for everyone?

Who can I ask for help?

What can students or parents do instead of me?

Unreasonable Expectations

If expectations are unreasonable, which stakeholders do I need to approach to advocate for the **best experience for the students and the community**?

Which changes would have the most impact?

What is my plan for the gradual departure from a long-standing tradition that no longer serves the students and community?

Which ideas am I willing/able to negotiate for?

GO FORTH AND ADVOCATE

The absolute WORST situation if you advocate in good faith is nothing changes, yet...

The potential for positive change is HIGH!





ME, ADVOCATE? NEGOTIATE?

I avoid conflict at all costs!

Tips for Success

- Come to the table with FACTS written down.
- Have a copy for your administrator (or whomever you are working with.)
- Speak in a 'matter of fact' and even tone.
- Center the experience and benefits for the STUDENTS and community.
- Advocate for yourself and your family as well.
- Take notes, repeat back what you hear in an even tone for clarification.
- Consider asking a union rep, supervisor or department chair to attend the meeting with you.
- No matter the decision, thank them for their time and consideration.
- Follow up with an email summary of the main points of the meeting.



Do not take
it personally
if things
don't change
right away.


Sometimes it takes time for a leader to embrace the idea of a radical change.

They may not see the benefit right away.

They may not have noticed the problems before. Now that you have brought them to their attention, and they watch what is happening more closely they may come to see your point of view.

Change may be offered the next time around.

Avoid the impulse to become upset and You may burn a bridge before it is finished being built.



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Request for Change Granted!

- Congratulations! You did it!
- Hype up the changes with and for your students.
 - If the children are excited, families and caregivers will be too.
- Offer VOICE and CHOICE - the children will have a vested interest in the product.
- Keep everyone INFORMED – change is hard. When school staff, children and families know what to expect change will be easier for everyone.

THE PLAN

How to get there
without going nuts!



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Who?
What?
When?
Where?

First steps to plan for success

- **WHO** will be performing?
- **WHAT** will they perform?
- **WHEN** will the presentation happen?
- **WHERE** will we perform?

The HOW....

I am all about a theme!

I keep my eyes and ears open all year long for ideas that will interest the children (and me – I must live with this for a long time while we prepare, I had better like it too!

Themes I Have Used:

- Medieval Times (Ye Old Winter Concert)
- Trees
- Outer Space
- Star Wars
- Tell me a Story
- Clocks
- The Moon
- New Year Celebrations
- One (A picture book about standing up to bullying)
- Anything Goes!



Choose Projects That Address Standards

YOU don't have to have
ALL the ideas, that's what
children are for!

- What are your learning targets for this grade level?
- How can the **CHILDREN** create a project to share?

WORK THAT CALENDAR

Count your class
periods....then add TWO

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YOU are in
CONTROL

Decide How Many
Classes You Want
to Spend and...
THAT IS THAT!

**WAIT A MINUTE
HERE.... THE
CHILDREN TAKE
CONTROL OF
THE CONCERT?**





**WHEN NOTHING
LESS THAN A
HOLIDAY CONCERT
WILL DO**


Think Outside the "Traditional" Box

- Find a picture or story book as inspiration (or several and let the kids choose)
- Research holiday traditions and create, compose and arrange music to compliment the telling of the tradition
- Find appropriate folk dances for holiday celebrations from around the country and around the world
- Find lesser known and less performed seasonal music
- Find and explore lesser-known holiday stories and traditions
- The why - why do we use mistletoe?
- Perform the favorites in a different way (pop bottle or water glass band)
- Include a "favorite" or "traditional" song as a closer to ease the transition to something new

But I HAVE to Perform THAT Song

If you find yourself in a place where developmentally appropriate songs are not a choice you can make:

Spiral Teach That Song

Instead of starting the end of September  teach the song the year before or two or three... When it is their turn to perform the song will mostly be review.

Break the Song Into Parts

One class learns verse one, another verse two and so on, everyone sing the refrain

A Whole Grade Level?
Lots of Children?



Organize in A Similar Way

- Each class has a PORTION of the product
 - One class is the movers
 - One class is the singers
 - One class are the instrumentalists
 - One class is acting/narrating

OR

- The same groupings and a group of children from each class performs one part of the product
- I give students **AS MUCH CHOICE AS POSSIBLE** in what they will perform

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THE WHOLE SCHOOL?



If You Must Have A Cast of Thousands....

- Have classes team up on projects & products
 - This can work really well across grade levels
 - Older students can help with younger children
- Did third grade sing an awesome tune last year? Do the song again adding a lower grade or two - less time worrying about learning words
- Think outside the box, talk to other teachers and share Ideas

In the cast of thousands situation who can you lean on for support?

- Trusted oldest (or former) students?
- Supportive parents?
- Friends?

Sometimes all we need to do is ASK - we worry so much, and the worst answer is 'No'

ALTERNATIVES TO THE STAGE

Can be easier, more
interactive and FUN for
everyone!



FAMILY FOLK DANCE NIGHT

SO easy – so much fun!



Family Folk Dance Night

- Teach Folk Dances
 - All the children participating
 - One to each grade level
 - Easy dance as a "closer" I use "Sasha"
- PTA or PTO Organizes Desserts
 - Potluck style
 - Coffee, tea and water or punch
- Whomever shows up dances! No worries about absentees
- Literally EVERYONE leaves happy! (Great for Danielson evaluations too!)

'Informances'

Intimate gatherings in the classroom for children to share what and how they are learning

- Invite stakeholders into the classroom
 - In person and/or using streaming (get permission first, school districts have varying policies.)
- Share what they are learning
- Present what a 'typical' class looks, feels and sounds, like
- Present a 'mini' performance of a picture book
- Explain the content & context, deeper learning
- Invite the child's people to participate in one or more portion of the "class"
- Children can work through an assignment with their people
- The child's "people" can be anyone:
 - parent, grandparent, teacher, staff member, older sibling, friend etc.





YOU CAN DO IT!

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QUESTIONS COMMENTS OBSERVATIONS



Stay Connected!

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