

2020-2021 Music Instructional Guidance for Diverse Learning Settings

Office of Standards and Instructional Support
July 2020



COLORADO
Department of Education

Credits

Colorado Department of Education

Katy Anthes, Ph.D.
Commissioner of Education

Melissa Colman, Ph.D.
Associate Commissioner
Student Learning Division

Floyd Cobb, Ph.D.
Executive Director
Teaching and Learning Unit

Office of Standards and Instructional Support

Joanna Bruno, Ph.D.
Director

Carla Aguilar, Ph.D.
Music Content Specialist

Maya M. Garcia
Science Content Specialist

Olivia Gillespie
Reading, Writing, and Communicating Content
Specialist

Donna Goodwin, Ph.D.
Visual Arts Content Specialist

Stephanie Hartman, Ph.D.
Social Studies Content Specialist

Judi Hofmeister
Dance Content Specialist
Drama and Theatre Arts Content Specialist

Jamie Hurley, Ph.D.
Comprehensive Health Content Specialist
Physical Education Content Specialist

Raymond Johnson, Ph.D.
Mathematics Content Specialist

Chris Summers
Computer Science Content Specialist

Alyssa Wooten
Financial Literacy Content Specialist

Additional Contributions

Shannon Milliken
Comprehensive Physical Education Senior Consultant
Office of Health and Wellness

Attribution

Significant portions of this document were adopted or adapted from Version 1.1 of "[Supporting Science Learning During COVID-19 School Closures](#)" by the Council of State Science Supervisors, which is licensed under [CC BY 4.0](#).

Full Document and Other Support

For the full version of this document that contains all content areas, and for other standards, content, and instructional support, see [the website for the Office of Standards and Instructional Support](#)

Table of Contents

Credits	2
Purpose	4
Teaching and Learning in Diverse Learning Settings.....	4
Content-Specific Resources to Support Diverse Learning Settings.....	5
Equity Considerations for Learning Across Settings	5
General Considerations for Standards-Aligned Instruction	7
Instructional Guidance by Content Area.....	8
Music.....	9

Purpose

When CDE describes **best, first instruction**, it is assumed that instruction is occurring in a traditional environment: teachers and students gathered together in a classroom, working in small groups, large groups, and individually, and that there are no safety risks posed by having people in close proximity of each other or touching shared objects. Due to COVID-19, we can no longer assume that this traditional environment is possible or preferable under the current circumstances. Districts and schools have had to consider other options, including hybrid/blended learning, online-only options, or switching to remote learning on an emergency basis when circumstances require it. For most educators, this has created challenging teaching conditions—not only is teaching under these non-traditional settings challenging compared to the classroom environments teachers are accustomed to, but the uncertainty of the moment makes long-term planning and preparation especially difficult.

The purpose of this document is to provide some guidance under these uncertain times for each of the content areas addressed by the Colorado Academic Standards. While some compromises are inevitable when shifting instruction to non-traditional settings, maintaining high-impact instruction (or the highest-impact instruction under the circumstances) requires adherence to certain principles, practices, and strategies. Teaching is a very complex endeavor and while it isn't possible to cover every approach, tool, or practice for every situation, this document aims to inform educators about what teaching should ideally look like given a variety of instructional settings.

Teaching and Learning in Diverse Learning Settings

In March of 2020, schools in Colorado made on-the-fly decisions and took quick action to change the way teaching and learning worked across the state. Several terms emerged to describe the different settings school was happening in, such as *online*, *virtual*, *remote*, and *at home*. To attempt to clarify the language used to describe these settings, this document refers to the following categories:

- **In-person learning:** Face to face instruction within a brick and mortar structure.
- **Hybrid/blended learning:** A combination of in-person learning and remote learning.
- **Online-only learning:** Online learning in Colorado refers to schools that are providing online course offerings on a full or part-time basis. Students who engage in online learning in this context are enrolled in an approved school or program or may be taking an online course to supplement.
- **Remote learning:** Education that occurs away from a school building in response to emergency situations such as COVID-19 or natural disaster. Remote learning seeks to offer continuous educational opportunities that may or may not build upon previously taught content. Remote learning is both a temporary and longer-term option. Remote learning may include digital resources and/or hard copy resources and may include synchronous or asynchronous instruction and/or self-paced independent study work.

Even with these categories and definitions, other variations are possible. For example, in-person learning *with* an enforcement of social/physical distancing will certainly have some constraints that in-person learning *without* social/physical distancing. Similarly, online and remote learning looks very different when it is conducted synchronously rather than asynchronously.

Content-Specific Resources to Support Diverse Learning Settings

CDE's top priority continues to be the health and safety of all students, educators, and communities in Colorado. To help schools plan for educational continuity while the suspension of in-person learning is in effect, we have curated a list of best practices for remote learning and teaching including free web-based resources to help keep students academically engaged. We recognize that the multitude of resources for remote learning can be overwhelming so we have collected and organized material by content area and grade level that may be useful as educators develop plans for their students. While remote learning through the Internet provides a great deal of flexibility in learning opportunities, educators should also consider utilizing hard copy resources (e.g., packet work, textbooks).

There is no requirement for districts to offer remote learning via the Internet, but if educators decide to go this path, they should strive to include equitable access to instruction for all students. Equitable access does not require that all students receive instruction in the same format e.g., online instruction). Districts should consider the individual learning needs of students in determining how to best meet individual needs. Click [here](#) for a curated list of resources across content areas.

Equity Considerations for Learning Across Settings

Regardless of the instructional setting, or how it changes in 2020-2021, we suggest you consider the following do support students and their families:

- Support **flexible scheduling and limited technology access when shifting to hybrid/blended or remote** learning settings. Student learning should not be solely dependent on access to devices and the internet. Encourage approaches that can be pursued without technology and/or asynchronously to set students up for success.
- Engage students in **meaningful** explorations, investigations, inquiries, analysis, and/or sense-making. Equitable learning experiences should be both responsive to the current need as well as meaningful to learners.
- When in remote or hybrid settings, encourage students to engage in **activities that already happen in their homes with materials that families already have** (especially so families do not need to purchase additional supplies). Families in poverty may be experiencing several of the considerations described above, along with additional concerns including regular access to meals, utilities, health services, or shelter. Undocumented students and students receiving special education services may face challenges in accessing resources that they need. Encourage educators to prioritize the physical, mental, and emotional well-being of all students.
- Help students make **explicit connections to their interests and identities**.
- **Invite family members to be a partner** in students' learning. Students and families may need to juggle home, caretaking, school, and work responsibilities. Consider a menu of options for learning experiences that allow for different types and levels of engagement during remote learning.
- Provide students with **choices for how they engage, what they investigate/research, or how they demonstrate learning**.
- Support students in **self-reflection** related to content and process to support their learning.
- **Exercise sensitivity** when referencing the current pandemic as a topic for instruction.

- Encourage, support, and facilitate **first-language family participation** in the learning across multiple settings. Take steps to bridge the gap in access to bilingual and native language resources that support learning for students and their families.

General Considerations for Standards-Aligned Instruction

The guidance provided below gives educators insights into “traditional” teaching practices and how shifts in those teaching practices can lead to student learning experiences that are more authentic and engaging in diverse learning settings. These shifts support instructional alignment with the 2020 Colorado Academic Standards.

Learning experiences should look less like...	Learning experiences should look more like...
<p>An attempt to recreate school at home during learning:</p> <ul style="list-style-type: none"> • assuming a strict “school day” schedule • requiring special materials (e.g. materials not commonly found at home) • pacing with the planned scope and sequence in remote learning environment • assigning readings to stay “caught up” • packet of worksheets and busy-work • all learning experiences happen virtually 	<p>Flexible goals and structures for learning</p> <ul style="list-style-type: none"> • extended time for learning and reflection • use of commonly available materials • purposeful selection of learning targets • allowing students to explore their interests • meaningful, manageable tasks and projects • opportunities to learn without the use of devices or the internet
<p>Teacher-centered instruction</p> <ul style="list-style-type: none"> • virtual lectures/classes that all students synchronously attend • teachers delivering information and assignments • teacher instruction and feedback as the primary mode of facilitating learning 	<p>Purposeful teacher-student interactions</p> <ul style="list-style-type: none"> • optional opportunities to connect with teachers and peers virtually and at a variety of times • teachers providing coaching, feedback, and encouragement • encouraging students to engage in learning and reflection with their families and communities • encouraging self-reflection on what students learn and how they learn it
<p>Assignments to “get through” content</p> <ul style="list-style-type: none"> • emphasizing memorizing content or “checking off” tasks on lists • asking students to complete tasks that are irrelevant, lack authenticity, or are redundant in nature (e.g., “busy work”) • trying to cover content through a volume of activities or skipping from topic to topic 	<p>Assignments that promote authentic learning</p> <ul style="list-style-type: none"> • connecting experiences to household activities, like cooking, fixing things, or gardening, community interactions • asking students to identify relevant problems in their lives and leverage content knowledge to address them • allowing students to deeply explore concepts, topics, phenomena (science), and/or problems of interest through investigation, analysis, research, and other sense-making strategies to build understanding and practice over time

Instructional Guidance by Content Area

CDE's Office of Standards and Instructional Support stands behind the saying, "All Students, All Standards." The Colorado Academic Standards define learning goals in each content area. By providing a high-quality, standards-based educational experience for students in each of the content areas, schools open doors of opportunity to students' futures. By experiencing high-quality teaching and learning in a variety of content areas, upon graduation students should be prepared to seek out and find success in multiple career fields, college majors, or other future endeavors connecting to any one or more of the content areas for which Colorado has academic standards.

Unlike other sources of guidance for the 2020-2021 school year, the guidance below gives equal preference to each content area. **This is not a guide for narrowing the curriculum down to mathematics and English language arts.** Instead, it is our goal that schools consider the guidance provided and strive to offer well-rounded, enriching, opportunity-creating educational experiences for all students, regardless of the instructional setting.

Music

This document offers suggestions for music teachers and administrators to use when organizing and leading instruction in diverse learning settings.

Information and recommendations on **copyright** can be found in [this document](#). (See footnote on page 21.)

High-Impact Instructional Strategies for Diverse Learning Settings in Music Research has identified that **music instruction** needs to engage all students with performing, creating, analyzing, and evaluating over long periods of time. Such practices include a broad range of intellectual habits for students —asking questions, developing and trying out different ways to perform and create, working with peers, and constructing their own understanding of what they are performing. Thus music practices are not synonymous simply with “hands-on” or “performance-based” activities. [Wiggins \(2014, 2007\)](#) identifies three common patterns of learning and engaging in music and the other performing

arts:

- Facilitating student construction of their own understandings in learning;
- Grounding learning in “real world” (authentic) experiences; and
- Assisting students in synthesis.

In choosing high-impact instructional strategies, teachers need to take into account the culture of the students in the classroom (CRT), the ways that we know learning takes place (constructivism), and the stage of teaching that we are in (prepare, present, practice, evaluate, reflect). High-impact instructional strategies also consider the different environments for learning (face-to-face, blended/hybrid, on-line, or remote).

- **Moving from less like:** Rote memorization of facts and terminology.
- **Moving to more of:** Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based reasoning and arguments.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Cooperative Learning: (e.g. Brainstorm, Think-Pair-Share)	Engage pairs or small groups and discuss topics or ideas.	Engage in-person prompts and technology/paper packets to brainstorm.	Engage technology (i.e. chat, hand raising, breakout rooms) to brainstorm.	Engage technology and paper packets to brainstorm.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Modeling	Engage students/ other leaders in modeling information and ideas.	Engage in-person strategies and use technology (i.e. recordings, videos) to share modeling.	Engage technology (i.e. recordings, videos) to share modeling.	Engage technology (i.e. recordings, videos) to share modeling, if available.
Questioning (posing problems)	Engage students by asking questions or with problem prompts.	Engage in-person prompts and technology/paper packets to share questions.	Engage technology to share questions.	Engage technology and paper packets to share questions.
Reflective Feedback	Engage pairs or small groups to discuss and provide feedback.	Engage in-person and/or through technology/paper packets	Engage through technology (i.e. full class, chat, breakout rooms)	Engage through technology and/or paper packet.
Disciplinary Literacy (engaging through reading and writing)	Engage students in practical applications of information to build disciplinary literacy.	Engage in-person disciplinary literacy techniques. Determine possible use of technology.	Engage technology for disciplinary literacy.	Engage technology and paper packets for disciplinary literacy.

- **Moving from less like:** Learning of concepts disconnected from questions
- **Moving to more like:** Conceptual (dimension) thinking and modeling to give context for the ideas to be learned.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Direct Instruction	Facilitator leads the presentation of information for students.	Information provided in-person and through technology (presentation)	Information provided through technology.	Information provided through technology and paper packet.
Modeling	Engage students/ other leaders in modeling information and ideas.	Engage in-person strategies and use technology (i.e. recordings, videos) to share modeling.	Engage technology (i.e. recordings, videos) to share modeling.	Engage technology (i.e. recordings, videos) to share modeling, if available.
Questioning (posing problems)	Engage students by asking questions or with problem prompts.	Engage in-person prompts and technology/paper packets to share questions.	Engage technology to share questions.	Engage technology and paper packets to share questions.
Disciplinary Literacy (engaging through reading and writing)	Engage students in practical applications of information to build disciplinary literacy.	Engage in-person disciplinary literacy techniques. Determine possible use of technology.	Engage technology for disciplinary literacy.	Engage technology and paper packets for disciplinary literacy.

- **Moving from less like:** Teachers providing information to the whole class
- **Moving to more like:** Students collaborating, solving problems, and engaging in discussions with teachers' guidance

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Cooperative Learning: (e.g Brainstorm, Think-Pair-Share)	Engage pairs or small groups and discuss topics or ideas.	Engage in-person prompts and technology/paper packets to brainstorm.	Engage technology (i.e. chat, hand raising, breakout rooms) to brainstorm.	Engage technology and paper packets to brainstorm.
Modeling	Engage students/ other leaders in modeling information and ideas.	Engage in-person strategies and use technology (i.e. recordings, videos) to share modeling.	Engage technology (i.e. recordings, videos) to share modeling.	Engage technology (i.e. recordings, videos) to share modeling, if available.
Compare/Contrast	Engage students individually, in pairs, or small groups to discuss topics or ideas.	Use in-person strategies and technology (i.e. recordings, videos) to share.	Use technology (i.e. breakout rooms, chat) to share.	Use technology and paper packets to share.
Questioning (posing problems)	Engage students by asking questions or with problem prompts.	Engage in-person prompts and technology/paper packets to share questions.	Engage technology to share questions.	Engage technology and paper packets to share questions.
Project-based Learning	Facilitate a project based on student ideas and interests to meet learning concepts.	Engage with students in-person and through technology and paper packets.	Engage through technology.	Engage through technology and paper packets.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Disciplinary Literacy (engaging through reading and writing)	Engage students in practical applications of information to build disciplinary literacy.	Engage in-person disciplinary literacy techniques. Determine possible use of technology.	Engage technology for disciplinary literacy.	Engage technology and paper packets for disciplinary literacy.
Reflective Feedback	Engage pairs or small groups to discuss and provide feedback.	Engage in-person and/or through technology/paper packets	Engage through technology (i.e. full class, chat, breakout rooms)	Engage through technology and/or paper packet.

- **Moving from less like:** Teachers posing questions with only one right answer
- **Moving to more like:** Students discussing open-ended questions that include more than one right way to respond.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Cooperative Learning: (e.g Brainstorm, Think-Pair-Share)	Engage pairs or small groups and discuss topics or ideas.	Engage in-person prompts and technology/paper packets to brainstorm.	Engage technology (i.e. chat, hand raising, breakout rooms) to brainstorm.	Engage technology and paper packets to brainstorm.
Compare/Contrast	Engage students individually, in pairs, or small groups to discuss topics or ideas.	Use in-person strategies and technology (i.e. recordings, videos) to share.	Use technology (i.e. breakout rooms, chat) to share.	Use technology and paper packets to share.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Project-based Learning	Facilitate a project based on student ideas and interests to meet learning concepts.	Engage with students in-person and through technology and paper packets.	Engage through technology.	Engage through technology and paper packets.
Disciplinary Literacy (engaging through reading and writing)	Engage students in practical applications of information to build disciplinary literacy.	Engage in-person disciplinary literacy techniques. Determine possible use of technology.	Engage technology for disciplinary literacy.	Engage technology and paper packets for disciplinary literacy.
Questioning (posing problems)	Engage students by asking questions or with problem prompts.	Engage in-person prompts and technology/paper packets to share questions.	Engage technology to share questions.	Engage technology and paper packets to share questions.
Reflective Feedback	Engage pairs or small groups to discuss and provide feedback.	Engage in-person and/or through technology/paper packets	Engage through technology (i.e. full class, chat, breakout rooms)	Engage through technology and/or paper packet.

- **Moving from less like:** Pre-planned outcomes from “canned” performance-based activities
- **Moving to more like:** Multiple activities driven by students’ interest with a range of possible engagement outcomes that lead to a deeper understanding of established core dimensions.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Cooperative Learning: (e.g Brainstorm, Think-Pair-Share)	Engage pairs or small groups and discuss topics or ideas.	Engage in-person prompts and technology/paper packets to brainstorm.	Engage technology (i.e. chat, hand raising, breakout rooms) to brainstorm.	Engage technology and paper packets to brainstorm.
Compare/Contrast	Engage students individually, in pairs, or small groups to discuss topics or ideas.	Use in-person strategies and technology (i.e. recordings, videos) to share.	Use technology (i.e. breakout rooms, chat) to share.	Use technology and paper packets to share.
Project-based Learning	Facilitate a project based on student ideas and interests to meet learning concepts.	Engage with students in-person and through technology and paper packets.	Engage through technology.	Engage through technology and paper packets.
Disciplinary Literacy (engaging through reading and writing)	Engage students in practical applications of information to build disciplinary literacy.	Engage in-person disciplinary literacy techniques. Determine possible use of technology.	Engage technology for disciplinary literacy.	Engage technology and paper packets for disciplinary literacy.
Questioning (posing problems)	Engage students by asking questions or with problem prompts.	Engage in-person prompts and technology/paper packets to share questions.	Engage technology to share questions.	Engage technology and paper packets to share questions.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Reflective Feedback	Engage pairs or small groups to discuss and provide feedback.	Engage in-person and/or through technology/paper packets	Engage through technology (i.e. full class, chat, breakout rooms)	Engage through technology and/or paper packet.

- **Moving from less like:** Worksheets
- **Moving to more like:** Student writing in journals, reports, posters, and media presentations to demonstrate understanding.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Project-based Learning	Facilitate a project based on student ideas and interests to meet learning concepts.	Engage with students in-person and through technology and paper packets.	Engage through technology.	Engage through technology and paper packets.
Disciplinary Literacy (engaging through reading and writing)	Engage students in practical applications of information to build disciplinary literacy.	Engage in-person disciplinary literacy techniques. Determine possible use of technology.	Engage technology for disciplinary literacy.	Engage technology and paper packets for disciplinary literacy.
Questioning (posing problems)	Engage students by asking questions or with problem prompts.	Engage in-person prompts and technology/paper packets to share questions.	Engage technology to share questions.	Engage technology and paper packets to share questions.

Moving from less like: Oversimplification of activities for students who are perceived to be less able than their peers

Moving to more like: Provisions for support so that all students can engage in sophisticated lessons and practices

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Cooperative Learning: (e.g Brainstorm, Think-Pair-Share)	Engage pairs or small groups and discuss topics or ideas.	Engage in-person prompts and technology/paper packets to brainstorm.	Engage technology (i.e. chat, hand raising, breakout rooms) to brainstorm.	Engage technology and paper packets to brainstorm.
Compare/Contrast	Engage students individually, in pairs, or small groups to discuss topics or ideas.	Use in-person strategies and technology (i.e. recordings, videos) to share.	Use technology (i.e. breakout rooms, chat) to share.	Use technology and paper packets to share.
Project-based Learning	Facilitate a project based on student ideas and interests to meet learning concepts.	Engage with students in-person and through technology and paper packets.	Engage through technology.	Engage through technology and paper packets.
Disciplinary Literacy (engaging through reading and writing)	Engage students in practical applications of information to build disciplinary literacy.	Engage in-person disciplinary literacy techniques. Determine possible use of technology.	Engage technology for disciplinary literacy.	Engage technology and paper packets for disciplinary literacy.
Questioning (posing problems)	Engage students by asking questions or with problem prompts.	Engage in-person prompts and technology/paper packets to share questions.	Engage technology to share questions.	Engage technology and paper packets to share questions.

Instructional Strategy	In-Person	Hybrid/Blended	Online only	Remote
Reflective Feedback	Engage pairs or small groups to discuss and provide feedback.	Engage in-person and/or through technology/paper packets	Engage through technology (i.e. full class, chat, breakout rooms)	Engage through technology and/or paper packet.

Technology Resources to Use Across Learning Settings:

When integrating technology into your classroom, it is useful to review why you are choosing to integrate technology, what technology tools are best suited for the specific learning task, and if the students you are serving have consistent access to technology tools.

The [SAMR Model](#) (substitution, augmentation, modification redefinition) can assist you in understanding the degrees of classroom technology integration.

The [Technology Integration Matrix](#) (TIM) provides a framework for describing and targeting the use of technology to enhance learning.

Learning Management System (LMS): This is your school or school district tool for learning management. Popular tools include Schoology, Canvas, Google, or Moodle. Other possible LMSs may be employed by your school.

Google: The Google platform has many different ways to support synchronous and asynchronous learning and engagement.

Jamboard: Jamboard is a collaborative digital whiteboarding experience, available through a physical board, tablet and mobile apps as well as on the web.

Flipgrid: Flipgrid is a free, simple way to foster video-based discussion on classroom topics.

ScreenCastify: ScreenCastify allows you to capture, edit and share videos in minutes!

Pear Deck: An interactive presentation tool used to actively engage students in individual and social learning and give formative assessments.

Hyperdocs: A thoughtful blend of content, pedagogy, critical thinking and creativity which is supplemented by technology.

Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform.

Spotify: A music streaming service. Can be accessed for free (with an account) and teachers can make playlists of songs. There are ads on the free version of this software.

YouTube: A library of videos on (almost) every topic. Be aware of ads and review *all* videos before assigning them to students.

Scratch: Students can use Scratch to code their own interactive stories, animations, and games.

Chrome Music Lab: a website that makes learning music more accessible through fun, hands-on experiments.

Incredibox: a music app that lets you create your own music with the help of a merry crew of beatboxers.

Smithsonian Folkways Lesson Plans: Lesson plans to teach music from cultures from around the globe.

Teach Rock: A national standards-aligned, arts integration curriculum that uses the history of popular music and culture to help teachers engage students.