

How to Teach Music Online - Webinar Series

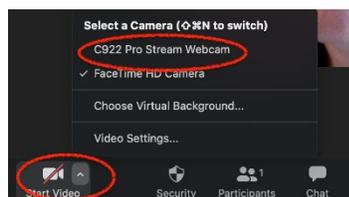
Session 6: Teaching Different Learners Online- FAQ

Can you recommend some note writing programs?

Sibelius and Noteflight are two popular music notation software that are accessible for you and your students.

How can I have a second camera in my online lessons? How do I avoid echoing feedback from the second device?

There are two ways to have a second camera in your online lessons:



1) If you have an additional webcam or camera attached to your computer, you can switch between that and your built-in webcam by clicking on the up arrow beside Start/Stop Video and select the desired camera to show (see picture).

2) You can also join your online lesson on a second device (e.g. another smartphone, tablet, or computer) as another user. You will need to be connected to the internet on the second device.

If you join as a second user, disconnect the audio on that device to prevent echoing. In a Zoom call, you can click on a user's video and select *Spotlight video* to make it the primary video for all participants to see.

How can I join with a second camera if my Zoom account only allows for a 40 min meeting with more than 3 people attending?

If you have an iPad or iPhone, you can connect those directly to your computer via the USB charging cord. Choose Share Screen > Basic > iPhone/iPad via Cable setting. On a Mac computer, you will connect directly. On a PC, you will be prompted to enable Screen Mirroring on your iPhone/iPad. Use the camera on that device as the second view for your students to see. With this method, you don't have to join in as a third person. On the Zoom meeting, you are just sharing the screen of a different device through your main computer.

Any tips/suggestions to increase parental involvement for families with little ones and pre-teens?

Having parent/guardian involvement is vital for success in music lessons, especially with younger students, as it tends to help them stay on track during and in between lessons. Parents may not always know what to do to make the lesson and practice go smoothly, so it is important that you provide them with clear roles and guidelines about what they can do to support their child's learning. Here are some suggestions for parent/guardian involvement:

- Outside of the lesson, have parents indicate what is happening in their child's life that may influence their interactions, e.g. challenges with practice, difficulties with friends, etc.
- Have the parent demonstrate a portion of their home teaching in the class or have them make a recording of them working with their child. You can have a follow up lesson dedicated specifically to the parent (no student required in attendance).
- In the lesson, monitor their child's behavior to ensure that they are on track.
- Have parents provide support and positive encouragement in the lesson and practice.
- Parents can join in the lesson on a second device to show another view of the student's hands or body position when necessary.
- Make performance notes on the score and chart activities for practice.
- Open links for audio or video files that reference performances of inspiring pieces of music.
- Hold a discussion with parents regarding the subtle concepts of 'touch' towards their child and 'breathing' may be of value (i.e., helping a child adjust their bow hand, arm position or posture should be accomplished with gentleness and sensitivity).
- Children can be hyper-sensitive to parental comments, so we need to approach things with the bigger picture mindset that is not about the speed of the progress but love of process.

Is there any information on teaching chamber music (quartet)? How do we get them to hear the other parts and then fit their part with the others?

The current limitations of video conferencing system don't allow for multiple performers to play and hear each other simultaneously in real time. This may change in the future. In the meantime, here are some suggestions to make chamber music performance possible.

To prepare for your group members to be on the same page:

- Use [Dropbox](#) (or other cloud-based file-sharing site, e.g. [Google Classroom](#)) as a file sharing location for members of your class/group
- Upload scores, individual parts into an accessible folder
- Provide audio for individual part as a reference

Exercise amongst chamber students:

- Find favourite recordings to listen to as a group and do a score study
- Discuss likes and dislikes while identifying the composer's styles, allowing for discussion of articulations, bowings, and fingerings

Working together and playing:

- In groups of two, use breakout rooms to hear each other working with a metronome, in tempo
- Play together as a group with each performer on mute and a shared screen of a YouTube recording - with the score OR other previously decided upon reference track
- Once you have rehearsed together to a common track, start the recording and layering process once the metronome work has been established using a video editing program (e.g. iMovie on Macs, KineMaster-Video Editor App or other favourites)

Since you can't perform and hear each other together, you can have fun making an edited version of your individually recorded performances.