



# Central Coast Sonata



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DEVELOPMENT EDITION

Winter 2020

California Music Educators Association  
Central Coast Section



## From the Podium of Diane Gehling

### Gifts and Traditions

Here I am, sitting outside on a beautiful Indian summer day. The sun is shining, leaves of many different colors are blowing across the lawns. I am about to celebrate an early Thanksgiving with my family. Where am I? I am in Minnesota where I grew up.

I definitely don't want to be in front of a computer on this beautiful day. However, I am reminded that we all need to take time to stop, get away from our computers and do something else. We are approaching the holidays, which has always been a busy time of year for us with concerts, festivals, end of the terms and, of course, Holiday

Continued on page 2

## In This Issue

From the Podium.....	1-2
The Silver Lining .....	3-6
Closing the Divide.....	6-7
CASMEC.....	8
Self-Care for Music Teachers.....	9-10
Solo Festival Online.....	11
CCS Event Calendar.....	12
CCS Board of Directors.....	13
CCS Event Coordinators.....	13

California Music Educators Association (CMEA), Central Coast Section (CCS), is a professional organization comprised of music teachers from all levels of education. Its membership comes from Monterey, Santa Cruz, San Benito, and San Luis Obispo Counties. If you wish to contact us via e-mail, please select one of our board members.

### Continued from page 1

Shopping. This year is a very different year. Who would have thought 1 year ago that in 2020 we would be doing our concerts virtually, if at all? Wondering if and when we'd be back in school either hybrid style or traditionally.

Being with family right now reminds me of the gifts and traditions we have at this time of year. One of the greatest gifts I have ever received was the ability to teach my students music in person. One of the greatest gifts I could ask for right now would be able to be back in my classroom again with my students. Teaching a young clarinetist how to cross the break, a percussionist how to do a single paradiddle, a brass player how not to blast on their instrument or a vocalist how to sing in their head voice. While we read this and smile, maybe even chuckle, we know it's true. I believe that we would all say this is a gift.

Along with gifts, we also have traditions. One of ours, as a section, is our Honor Ensembles. Even though we cannot do this as a section in person we will be doing this virtually. Thanks to our board members and chairs we have devised a way to do this. There will be no formal audition process. We are focusing on inclusivity. Students included will be based on director's nominations. While we are still figuring things out, you can find all information on the CCS website. If something is not there it will be up soon.

Another gift would be for administrators, who in this pandemic, are also seeking ways to support us. To encourage us to keep teaching music and to keep it as part of the curriculum. Right now there is a [Music Advocacy letter](#) with documentation ([International Aerosol Study](#)) that offers guidelines and provides information for your school board how music can be taught in person. More will be coming advocating for the continuation of Music in our schools.

Even though many events have been canceled due to COVID-19, CASMEC has not. It will be held Friday, Feb. 19 from 2pm - 9 pm and Saturday from 10am - 5pm with a special performance by DCappella on Friday night at 7 pm. Please register if you have not already done so.

Continue to be safe and to take care of yourselves and one another. Reach out if you need to. To a friend, a colleague, whomever. We are all here for each other and have a very Happy Holiday Season!

## The Silver Lining

**- By Theresa Hruby, Pacific Grove High School and CSU Monterey Bay**

Who would have guessed that we would STILL be sheltering in place, and still teaching online, EIGHT MONTHS later? Who would have guessed that so many more lives would be taken? What trying times we face. The children we teach have lost loved ones, financial stability, and their freedom to be kids. Some have been fairly resilient, but some are struggling with emotions so profound that no child should have to go through. They face heart wrenching situations and feel profound loss coupled with crippling isolation. They've lost SO much. They need us now more than ever to be a constant in their lives. They need music now, and they need us to be there for them; as teachers, artists, and role models. I am in disbelief that some institutions have taken this tragedy as an opportunity to cut music programs or parts of them. I hope that parents, students, and communities will rally to bring them back, because kids need music now more than they EVER have.

Last spring, many educators were scrambling just to keep their heads above water. Like many of you, I thought we'd all be back to school this fall. To be safe, many of us also spent the summer thinking about the "What if..." scenario, just in case. I contemplated what worked, and what needed to change. I'm thankful I was able to get valuable student feedback and input. When it all boiled down, it all made sense: young musicians need the "basics" on an individual level, and to have as enriching of an experience as possible, while connecting with their teacher and their peers during distance learning. What a golden opportunity this is, to give them an enriching experience while covering the "basics" as well as to build a personal connection with the students while enriching their music education in ways we couldn't do during traditional learning.

Though each of you will have a different schedule and a variety of platforms, I hope that the following online learning outline will give you some ideas that are helpful, while affording you the opportunity to meet both the musical and social-emotional needs of your students.

This plan can be flexible, and will work with students in instrumental music classes all year. It addresses academic progress and social emotional needs of students. It effectively groups students as they should be grouped for optimal learning. It addresses the individual needs of each learner as it builds knowledge and technique for each student on an individual basis and allows teachers to connect with their students during this time of isolation. It encourages team building and collaboration. There's even a bit of fun in it.

Continued on Page 4

Continued from page 3

**Triangle concept:**     *Tutoring*                    *Sectionals*                    *Solo performances/Chamber Groups*

**Learning Environment A: Tutoring: Synchronous, online**

Each student receives small group instruction for 30 minutes per week with the teacher. 2-3 students per group, same instrument. Each student is given assignments in Smartmusic (virtual) and sheet music (scanned) and plays their assignment during the lesson. The teacher gives feedback and assigns new music (etudes, scales, chamber, solo) for the next lesson. Students make steady progress throughout the school year and receive one-on-one instruction directly from the teacher. Their final project for the module is performing a solo piece at a recital (pre-recorded) in which parents and students attend online.

Benefit: the one-on-one tutoring is exceptional. No mask required, and the teacher can demonstrate proper embouchure as well as hand position, etc. Teachers can work on individual issues such as articulation problems, rhythm issues, embouchure, etc. Students listen while instruction is being given to the other 1-2 students. Each student gets to select a solo piece (with teacher guidance) at the beginning of the quarter, and play it for the recital at the end of the semester or quarter. Accompaniments are on Smart Music. Students have the unique opportunity to play as an individual soloist with accompaniment. This has been a game changer to get students to practice!

**Learning Environment B: Sectionals: Synchronous, online**

Each student attends 2 sectionals 30 minutes each per week, during class time. This will be a group of like instruments: flutes, clarinets, trumpets, etc. The group of students are assigned ensemble music (band or orchestra performance literature) and they work together to achieve performance quality, playing along with a click track or metronome. Section leader facilitates, with teacher observation and input. Performance goal: a virtual online ensemble performance put together with Final Cut Pro and Logic Pro X.

Benefit: Social-Emotional: Students get to know their entire section in the group and work together for a common goal. Musical growth as this perpetuates continuous progress toward a concert, whether virtual or in person. Section leaders also facilitate social activities such as online games, for another session of 30 minutes weekly.

**Learning Environment C: Chamber Groups: Synchronous, online**

Students are given chamber music and form groups according to the instrumentation of the repertoire. They collaborate to create a performance using an app such as

Continued on Page 5

Continued from page 4

Acapella. One student leader within each group helps to facilitate the rehearsal and the Acapella technical aspects. Performances are online twice per quarter at "recitals." These recitals can be on the school website, etc. This can be achieved using Zoom Breakout Rooms, or Google Meet.

This can include jazz ensemble work!

Benefit: Social-Emotional as well as group collaboration resulting in online performance. Continued musical growth and achievement. We did run into some problems with Acapella: it doesn't work on Android phones. Those students had to record on their phones and send to me, and then I "mixed" them using other software.

### **Performance Outcomes:**

Student Recitals: All students learn a solo (on Smartmusic) in which they play for a pre-recorded recital to be aired at the end of the semester/quarter. Students in grades 9 and 10 will be grouped together for one evening, and 11th and 12th graders will be grouped for the other recital. Students are expected to attend both recitals, and parents and family members are invited.

Online Virtual Performance of the entire ensemble.

Students learn ensemble piece(s) and submit video recordings which are then merged into a large-scale virtual performance.

Online Virtual Performance of Chamber Groups.

### **Homework:**

Personal Practice is asynchronous; some with Smartmusic and some without. Students are expected to practice a minimum of 120 minutes per week outside of class.

In retrospect, and for the most part, this "outline" is working. The schedule is very full, because I am teaching in 30 minute increments all day every day, with the exception of the one hour classes I have for band or orchestra. Fitting the students into a recurring 30 minute lesson weekly was (and continues to be) a challenge. Specifically for my 5th grade beginning students, I am only teaching small group lessons. We are not meeting as a large class yet. The kids are progressing well, and the retention level is excellent. I encourage parents to attend the lessons, and many do. In fact, I might dare say that this online format is working better than the traditional format in some aspects. The 5th graders are not pulled out of other classes for their lessons. And, there are no interruptions like field trips,

Continued on Page 6

Continued from page 5

guest speakers, forgotten instruments, etc. Win, win! What a joy it has been to converse and connect with each individual student on a whole new level, both in high school and in elementary; while helping them to grow musically!

I have shifted from the need to test students with Smartmusic to listening to them at their weekly lessons and offering constructive feedback instead. While I still use Smartmusic to test occasionally, I am finding that they are using the Assessment tool on their own, and it's less pressure on them to do so. Giving them a solo assignment that will be aired for their peers has pushed them to practice more. We haven't had a lot of time for the chamber groups, but haven't given up on it. Besides working with each member of the ensemble as an individual, I am able to 'check in' with each student and see how they're doing emotionally. When they're in a large group rehearsal during traditional learning, that's sometimes hard to do. I have also added some Friday night "game nights" (voluntary) to the schedule so the kids can safely interact and get to know one another doing something totally different. I'm surprised to see so many attend! Among Us, anyone?

Who knows how long we'll be in this situation? I do know that these are hard times for everyone. Our students are so precious to us, and I am grateful for every minute of time I can spend with them. Being able to work with students on their individual musical growth while fostering a more personal connection with them has proven to be a silver lining during distance learning. I wish there were time to do more of this during "normal" non-pandemic circumstances. It's certainly something to strive for once we are given the opportunity.

Stay safe, and stay well.  
Theresa Hruby, M.A., Ed.

## Closing the Divide

**- By Jody Clark, La Joya and Santa Rita Elementary Schools**

In the age of Covid-19, social distancing, and distance learning, the face of education has changed drastically. For many, gone are the days of full classrooms and live interactions between students and teachers. Though there are several disadvantages to teaching completely remotely, an unmistakable benefit is the connection to larger pools of people, both students and educators alike. A significant change that this creates is the prevalence of internet relations and social media relevance.

Continued on Page 7

## Continued from Page 6

Throughout the history of the Central Coast Section (CCS), there has been a definitive lack of presence on different social media platforms. As websites and apps (such as Facebook) have been created, the organization has been slow to tap into the true potential of participating on said platforms. This creates a divide between older generations, who may be hesitant to utilize such technology, and younger generations raised to use such things as second nature. The gap continues to grow as more apps and media platforms come to the forefront of communication in our country. Our mission going into 2021 is to immerse the CCS into a variety of these sites and apps in order to increase professional connections, display important dates for meetings and events, and share educational content amongst colleagues.

The first step in bridging the technology gap and bringing CCS into the social media scene is to determine which sites or apps to use and create accounts accordingly. In addition to a Facebook business profile, the CCS has recently acquired accounts on Twitter and Instagram. Utilizing both of these platforms, our organization can connect with modern composers, musicians, performance groups, university programs, music educators, and more. Not only does this extend the reach of interaction available between colleagues, it also allows introduction to people or groups

that may have been previously unknown and allows us to share information regarding festivals or performances. Creating these accounts is not enough on its own, however. CCS members who follow, share, and provide information will help breathe new life into our profiles and thus our programs.

Looking toward the future, there are more sites and apps available to join. Our immediate goals are to create profiles on YouTube and Tiktok, and increase activity on our other profiles that have already been made. Publicity on these platforms could increase attendance to performances or events, increase professional networking between colleagues, and allow people to share superior teaching methods in order to improve music education in our country. As long as members of CCS can recognize and support these accounts, we will be able to create an entirely new world of content to share and connect with the music community.

Twitter-CCS Music (@CCSMusic1)

Instagram- ccs\_music1

Facebook- CMEA Central Coast Section

Website- ccsmusic.org



# 2021 CASMEC Professional Development Sessions



## Bringing CASMEC to the comfort of your home.

The 2021 California All-State Music Education Conference has gone virtual. In order to provide the highest quality professional learning experience for music educators across the state, the organizations of CASMEC have decided to prepare an online conference.

We are excited to provide for you all a two-day virtual experience. Sessions from all five collaborative organizations begin Friday, February 19, 2021 at 2pm. Our first day will end with a special Headline performance featuring *DCappella* at 7pm! Grab your preferred beverage, find a comfortable seat in your own living room, and join music educators across the state in this exclusive performance. Saturday, February 20, 2021 sessions begin at 10am and run through 5pm. All sessions will be recorded and made available to conference attendees for a limited time following the conference.

This conference is open to educators across the country and world. **Join us!** Registration opens, **October 1st** for just \$55 for organization members. College students and retired members may attend for just \$10 while our non-members may join us for \$75. We look forward to seeing you all virtually this February!

[CLICK HERE TO REGISTER FOR CASMEC](#)



## Self-Care for Music Teachers

- By Heather Calame- Pacific Collegiate School

The pandemic has upended everything. I don't think I need to explain the loss we all feel from missing our rehearsals and our concerts or discuss the frustrations of teaching through a computer screen. I know we're all typically putting in an exceptional number of hours during a normal school year; everyone knows we're the last cars out of the parking lot. During this pandemic, I find myself working more hours than usual, even as I lessened my course load to 80%.

This exhaustion we're all feeling can have serious consequences on our health and relationships and it's important that we take time to get away from the gradebook, the webinars, the lesson planning, to make a priority of ourselves.

During this pandemic, I'm of two minds. The first is that this is the *worst* year to take a performing arts class. (It certainly feels like the worst year to *teach* a performing arts class!) We can't do any of what we normally do! At the same time, this is the time when having the skills to create music is *needed more than ever*. Here are some tips and suggestions to help reattune your musician and teacher selves with some self-care.

**Tip 1: Make your own music.** I encourage my students to take the first 10-30 minutes

after school to get off the computer and go practice. It helps you feel grounded and brings you joy and gets you a break from school before you do your homework. I've started doing this myself, taking 10-15 minutes after class to play some songs that I enjoy playing and hearing, just for the joy of doing it. Make the music that brings you the most joy! I'm not talking about serious practice or warming up or being really mindful with your sound. (Although, serious and mindful practice and progress also bring us joy and whenever possible, that time is well spent). I'm talking about making the music that brings you joy when you create sound. Sing in the shower. Hum along with the radio while you do chores. Pick up your instrument and play your favorite song. Be as serious or as silly as you want, it's just for you and to bring you joy. If you cohabitate with other people, musicians or not, get them involved. Start a drum circle on the living room rug!

**Tip 2: Do the parts you love the most.** As we approach the holidays we will all miss our winter concerts, the Messiah sing-alongs, Tuba Christmas, caroling, and much more. Do it anyway. Put on your headphones and sing your favorite parts of the Messiah. Bring out your horns and play carols by yourself, or record and send to a friend to cover other parts. Or call a friend and do some phone caroling! Imagine the joy your friends

Continued on page 10

Continued from page 9

and family will hear when they answer the phone to hear you sing or play your favorite carols!

**Tip 3: Set healthy work boundaries.** I know how tempting it is to keep grading until it's done, or prepping until it's perfect. I also want to respond to that anxious student who sends me an e-mail or canvas message at 9pm. Your time is YOURS and we all know how much we need more time right now. Set your computer to automatically shut down at 10pm. Set a timer if you're working on the weekend so the hours don't slip away. Only check your e-mail once a day at a time that is good for you.

**Tip 4: Share the load.** Your students can self-evaluate. You don't have to grade *everything*. Once in a while, assign something that gets credit for completion and not for quality. Use online resources to find lessons, quizzes, and more made by other music teachers. You don't have to create everything yourself. When you do create something you're proud of, post that where other music teachers can access it.

**Tip 5: Be gentle with yourself.** Students are going through a lot just now and we're always sympathetic and kind with our students, but often we don't give ourselves the same grace. If a student asks for an extension, we probably don't think twice about it. When we don't finish our work on time are we just as kind to ourselves? Listen to your self-talk and see if it's the same words you would use with your loved ones. If it's not, then it may be time to evaluate. Changing your self-talk can help elevate your mood in a stressful situation.

We need to take good care of ourselves during this exceptionally stressful time. Finding some balance between helping our students and helping ourselves, is essential. I wish I could say that I'm a self-help guru and I've mastered a healthy balance of work and leisure time. Instead I can say that I practice some of these some of the time and I am *always* glad I did. Obviously there's plenty of other tips for self care including exercise, meditation, hobbies, and sleep. But as musicians, we have another side to cultivate and I believe that the world needs our music now more than ever. Make music to spread joy, to protest, to express your emotions, but whatever you do: Make Music.

- Facebook and Reddit groups exist for nearly every grade level and content area. Find the ones that fit you best to share resources with music teachers across the country.
- Many LMS have a "commons" or place to share your content and find content from other teachers.
- [NAfME's Amplify forum](#) is a great place to get answers or find content made by other music teachers
- [50 Self-Care Ideas for Teachers](#)

## Solo Festival Online

***Another way to build your program, one student at a time!***

***- By Theresa Hruby- Solo and Ensemble Festival Chair***

The 2020 CCS Solo Ensemble was the last event we held at the onset of COVID Shelter in Place directives. Now, we are approaching the one year anniversary. On Saturday, March 13, 2021 we will have another Solo Festival, but this one will be 100% online.

Here's how it's going to work:

1. Have your student select their solo early, (8 weeks or more in advance) and make sure it has a recorded accompaniment, like on Smartmusic. Or choose an acapella piece. You can also have an individual play the accompaniment on the piano either pre-recorded, or live.
2. Turn in your paperwork and fees to me before the deadline, which will be posted on our website, under Solo and Ensemble Festival.
3. Students will be given a scheduled time to appear on the zoom meet.
4. Ensembles will be allowed to pre-record and submit their videos ahead of time, but will be required to attend their scheduled time when the adjudicator will view their performance, and offer feedback. Teachers will be responsible for using appropriate mixing software and for submitting the pre-recorded ensemble before the deadline.
5. On the day of the event, students will sign onto the zoom meeting at their scheduled time, and play their solo piece for their adjudicator. Ensemble members will be present to receive feedback on their pre-recorded ensemble. When possible, ensemble members are encouraged to play live, but must follow CDC and school guidelines. For instance, string players could wear masks, and perform in a large room, wearing masks, socially distanced, being filmed by a parent or teacher if the school allows it.
6. Should Monterey County COVID regulations change and an in-person event be allowed, then it would be held at Pacific Grove High School on March 13, 2021, pending CCS Board and PGUSD approval. Keep yourself informed through our CCS website for updated information.
7. Medals will be available either through USPS or for pick up. Details to follow.

By having your students participate in this valuable learning opportunity, you will be helping them to grow as an individual musician, and ultimately that growth will help your programs. Here is another silver-lining outcome! I hope to see your students participate!

Theresa Hruby, M.A., Ed.  
Solo and Ensemble Festival Chair  
thruby@pgusd.org

## CMEA - Central Coast Section 2020 - 2021 *Event Calendar*

July 25	Virtual PD
August 15	Board Retreat
September 4	Sonata Published Online
September 11	Updated Honors Group audition materials due
September 12	Board Meeting @ Zoom
September 12	CCS In-Service Day and General Meeting @ Zoom 1:00pm-3:00pm
September 14	Honor Group audition materials live on website
September 21	Honors Audition Window Opens
October 7	Board Meeting @ Zoom
October 9	MS Choir paperwork postmark deadline
October 16-18	MS Choir Online Listening Window
October 20	HS Honor Choir Auditions @ TBA
October 21	HS Honor Choir Auditions @ TBA
November 6	HS and MS Band and Orchestra postmark deadline
November 7	Sonata Articles Due
November 11	Board Meeting @ TBD
November 13-15	MS & HS Band, Orchestra Listening Window
November 23	Sonata Published Online
November 30	All Honor Music distributed
January 6	Board meeting @ TBD
January 14-16	MS Honor Band and Orchestra @ TBA
January 21-23	MS and HS Honor Choir @ TBA
January 28- 31	HS Honor Band and Orchestra @ TBA
February 3	Board Meeting @ TBD
February 18-21	CASMEC Conference, Fresno
March 10	Monterey Bay Festival @ MPC
March 13	Solo/Ensemble Festival - Instrumental and Vocal @ PGHS
March 17	Board Meeting @ TBD
March 20	Santa Cruz Instrumental Festival @ Santa Cruz High
April 7	Board Meeting @ TBD
April 9	Sonata Articles Due
April 10	Songwriters Showcase @ TBD
April 19	Sonata Published Online
April 17	Young Ensemble Showcase @ Online - 10am-12pm
April 17	Choral Festival @ First United Methodist Church PG
May 12	Board Meeting @ Zoom
June 5	Board Meeting – 5:00PM, Spring General Meeting – 6:30 @ TBD

## CCS Board of Directors 2020-2021

<u>Position</u>	<u>Name</u>	<u>Work Phone</u>	<u>Email</u>
President	Diane Gehling	831-443-7212x452	dgehling@santaritaschools.org
President Elect	Sam Oh	831-796-7600 x2102	samuel.oh@salinasuhdsd.org
Immediate Past Pres.	Maria Carney	831-583-2060	mcarney@mpusd.net
Secretary	Cathy Findley	831-649-6067	cathyfindley@aol.com
Treasurer	Maria Carney	831-583-2060	mcarney@mpusd.net
Member 1	Willow Manspeaker	831-625-8339	wmanspeaker@stevensonschool.org
Member 2	Theresa Hruby		thruby@pgusd.org
Member 3	Jillian Kling		jillian.kling@salinasuhdsd.org
Member 4	Brendon James		brendon_james@pvusd.net
Member 5	Jared Masar		jmasar@pgusd.org
Member 6	Barry Capioux		bcapioux@washingtonusd.org
General Music Rep.	Katrina Haeger		katrinahaeger@sccs.net
Collegiate Rep.	Scott Glysson	805-756-1548	sglysson@calpoly.edu

## CCS Event Coordinators 2020-2021

<u>Event/Project</u>	<u>Coordinator</u>	<u>Work Phone</u>	<u>Email</u>
M. S. Honor Band	Barry Capioux		bcapioux@washingtonusd.org M. S.
M.S. Honor Orchestra	Heather Calame		heather.calame@pcscharter.org
M. S. Honor Choir	Jared Masar		jmasar@pgusd.org
H. S. Honor Band	Samuel Oh	831-210-5242	samuel.oh@salinasuhdsd.org
H. S. Honor Orchestra	Theresa Hruby		thruby@pgusd.org
H.S. Honor Choir	Tom Lehmkuhl		tlehmkuhl@carmelunified.org
Choral Festival	Willow Manspeaker	831-625-8339	wmanspeaker@stevensonschool.org
Monterey Festival	Alan Durst		adurst@mpc.edu
YES! Festival	Katrina Haeger	831-429-3806	katrinahaeger@sccs.net
Solo Ensemble Festivals	Theresa Hruby		thruby@pgusd.org
Songwriter Showcase	Willow Manspeaker	831-625-8339	wmanspeaker@stevensonschool.org
Data Base Manager	Samuel Oh	831-210-5242	samuel.oh@salinasuhdsd.org
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