

# Elementary Music Classroom Management Plan

## Classroom Philosophy

Music classrooms exist to foster imagination, creativity, collaboration, and expression. Because music is a universal language and intrinsic right to humanity, students must feel safe, respected and empowered to participate as their whole selves. My pathway to classroom management is to focus on relationships, clear and regularly communicated expectations, and most importantly musical engagement. Students are supported by myself and each other as they grow and develop their musical skills. They are guided and encouraged often to view themselves as members of this musical community and that they are responsible for one another's learning.

Expectations of positive and productive behavior are framed through musicianship skills. Students are listening, creating, responding, and supporting others in meaningful ways. As students feel and maintain agency over their musical experience, positive behavior will naturally flow.

## Expectations: Four Musicianship Agreements

When entering the music room students become part of an ensemble. They learn and grow together by following four simple agreements:

1. **Listen First:** All musicians listen before playing or singing.
2. **Respect the Music:** We care for our instruments, materials, and especially each other and their creative works.
3. **Participate Fully:** We are here to create and explore. As musicians we try our best, have a positive attitude, and always find ways to contribute our voices to the ensemble.
4. **Support the Ensemble:** We encourage others and help our class succeed together. We applaud for our friends whenever they perform.

These agreements are introduced on day one. Visual reminders are located on the board or a wall near all regular school or district behavior expectations. Modeling, certain music games, call-and-response cues, consistent language, and classroom routines all assist in the reinforcement of these expectations.

## **Daily Routines**

Maintaining routines in the classroom is a priority. Clear routines build connection to the music room helping students to feel safe and confident. This increases music time spent making music and reduces behavioral uncertainty.

### **Entering the room:**

K-2 enter with a musical cue and proceed to a series of “Welcome Songs.” Grades 3-5 enter and proceed with a variety of “Welcome Activities” depending on the current unit (folk dance, world culture activity, music game, ect.)

### **Attention Signals and Silence**

I do not raise my voice; I get softer or even silent. Because of our classroom expectations my modeling of silence is a powerful tool. Students are responsible for their music time and music making as a group and learn that when I go silent, they are breaking the first agreement of our class and wasting valuable time. Simple call and response patterns and phrases are used as redirections for attention when only slightly off task.

### **Transitions**

Smooth transitions from one activity to another are built into lesson plans by means of collaborative strategies such as Think-Pair-Share from Learning-Focused training.

### **Instrument Use**

Students are taught a little song and sing: “Respect, Respect, Respect... Respect the instrument, respect the music, and most importantly of all respect ourselves.”

Instruments are distributed and returned with various consistent routines dependent on which instruments are being used. Maximize instrument care. Minimize chaos.

### **End of Class:**

Song is sung while lining up to leave or putting instruments away encouraging students to develop a positive, growth-oriented mindset.

If I put my mind to it, I can do anything.

If I put my mind to it, I can do anything.

If I put my mind to it, I can do anything.

I can do anything if I put my mind to it!

## **Positive Reinforcement**

Students are recognized and praised for their effort and their demonstration of musicianship and our classroom and school values. Verbal praise, class and individual rewards, and leadership opportunities (conducting, leading rhythms, assistants with instruments, etc.) are all used. Individuals with IEP's may have sticker charts and check-in/check-out sheets for individualized reinforcement of behavior.

## **Restorative Redirection**

Whenever challenges or conflict arises, responses are tailored to emphasize self-reflection and personal growth. Accountability is reinforced through this approach and preserves dignity and a sense of belonging.

1. Gentle Reminder: Reconnect behavior to the music task at hand and the classroom expectations.
2. Choice and Reset: Student is offered a chance to rejoin the ensemble appropriately. They may be offered to step away for a moment or given a task to accomplish before rejoining.
3. Reflection: A brief conversation can be held or reflection question asked – “How can you help the class or ensemble this very moment?”
4. Teacher Follow-up: Short conversation after class, communication to HR teacher, principle, or even families.

## **Classroom Culture**

The music room, above all, is where students learn that their voice matters. They sing, compose, improvise, tell stories and through it all learn how music is not just a performance, but communication and deeper connection. As students feel empowered to speak and claim ownership of their music they grow into the responsibility they have to their ensemble and behavior becomes an important extension of musicianship. The ultimate goal is not just classroom control, but intrinsic development of confident, creative, and collaborative musicians.