

## **GUIDELINES FOR WSM TA ONLINE MUSIC ARTISTRY PROGRAMS - 2023**

### **Synopsis:**

Vocal and Instrumental teachers in chapters where there are not enough students to mount an in-person MAP can have the option to host an online MAP. An online MAP could also include all students of a particular instrument in a single district-wide or statewide event. Teachers are encouraged to network together to share the resources for a multi-studio but geographically dispersed MAP for their instrument.

Desired Visiting Artists on the WSM TA roster can be contacted prior to selection to see which ones would be open to participating in an online event. The rest of the MAP event planning and coordination follows the longstanding annual schedule and procedures for in-person MAPs. The difference is the MAP event is hosted on Zoom (professional account needed) with all participants using highest-possible-quality internet connections, sound inputs (microphones) and video settings. Student repertoire scores (PDFs) and editable feedback forms are uploaded to a shared Google Drive for access by the Visiting Artist during the event. Detailed instructions for setting up the online resources follow.

The V&I Chair can be available leading up to the MAPs to help with technology questions and troubleshooting, but not necessarily on the scheduled MAP days. A moderate level of experience with using Zoom for music lessons, including optimal sound settings and basic equipment, will be necessary for the teacher who will be running the actual MAP event, and for the contracted Visiting Artists.

## Instructions for the Online MAP Chair

### **PREREQUISITES:**

- Pro Zoom account with no time limits
- A Google (Gmail) account for using Google Drive storage and file-sharing
- Technical knowledge and comfort using Zoom, Google Drive with file- and folder-sharing options, and online video apps (YouTube etc.).
- For Zoom: Knowing how to share screens and play video with audio over Zoom to all participants; able to explain how to access ideal sound settings for music transmission [formerly “original sound”] to all participants.
- Fast, reliable Internet connection, preferably from a desktop computer physically connected to a modem.

### **Setting up the shared documents:**

1. Prior to sending out the following instructions, set up a master Google Drive folder for your MAP, titled something like **[Chaptername] [InstrumentType] MAP forms for [Visiting Artist name]**.
2. Create sub-folders inside this main folder for each teacher participating in the MAP.
3. Populate each teacher-folder with a blank GOOGLE DOCS editable copy of the WSMTA Student Evaluation form and, if the teacher has purchased a Written Consultation, the Teacher Evaluation form. The Google Doc templates are available via Vocal and Instrumental Chair, Jane Melin.
4. Share each individual teacher’s folder with that teacher using their preferred email address. (Note, this works best if the teacher has a Gmail address and therefore their own Google account.) The individual teacher MAP folders must be shared with “Editor” rights to the teacher and to the VA.
5. Have the teachers test whether they can access their folder and edit their documents; troubleshoot any access issues.
6. Prepare a Master Schedule document in the parent Google Drive folder, with a list of each student’s MAP time and a link to their evaluation form. (See below) This form will be shared with the Visiting Artist to help them quickly navigate between students.

**Schedule the Zoom session** and send out the meeting link to all participants: VA, teachers, parents if they will be joining remotely. Set up the session with Waiting Room feature activated.

**On MAP Day:** Students should be with their teacher for MAP, not dialing in from additional remote locations, which can lead to many connection and sound quality problems. Teachers should already be set up for optimal sound transmission (external computer microphone), video quality (desktop-size computer screen or larger, with a webcam) and lighting (not in front of a window, etc.). Subsequent students could have a waiting or warm-up area to stay in until their own MAP session begins.

1. Pre-open a group of student performance videos in advance by clicking the video links in the evaluation documents and opening each video in a separate web browser tab. *During a break in the MAP, close these tabs and open the videos for the next group of students.*
2. Start the meeting a few minutes before the VA will join you, to check your own connection settings.
3. Admit the VA to the meeting and spend your preparation time orienting to using Zoom and/or opening student evaluation documents.
4. Admit the first student with their teacher to the Zoom session.

5. Initiate playback of each performance video by navigating to the video's browser tab and screen-sharing the video in Zoom, including the audio (separate check-box). You may need to slide the video window within the screen so it is fully visible to everyone – check to make sure they can see and hear the video as it begins.
6. When both performance videos have been viewed, end the screen-sharing so the VA and the student can see one another. But keep the tabs open in case the VA wants to refer back to anything.
7. Repeat for each student, and teacher.
8. Hold your closing conference with the VA to discuss how it went and get feedback. Send any helpful information to the MAP Chair and/or the Vocal/Instrumental chair so that these online MAP procedures can be improved each year!

### **Communicating Instructions to Visiting Artists**

Contact your Visiting Artist about a month in advance to make sure they can access your documents and understand how the MAP will be run.

**SAMPLE V.A. EMAIL #1:** Dear [Visiting Artist]: I'm setting up the online resources the teachers will use to host the student evaluation forms, their sheet music, and links to their performance videos. You'll be completing the student evaluation forms in real time on your computer -- unless you want to print them out, fill out by hand, and scan/email back to me to send on to the teachers and students.

We are using Google Drive. I'd like to test these links and see if you can open the Student Evaluation documents in them, write in them, and then further -- open the sheet music links within. It's possible you will need to use a Google/Gmail account to log in first. If that is the case, please send me your Gmail address to add to the sharing profile.

[link to Google evaluation form for Test Student, which has live links to at least one sheet music PDF]

At the scheduled times, you'll be on Zoom live with the student (and teacher), watching their prerecorded performance videos which will be streamed through the Zoom meeting. If you want to follow along on their sheet music PDF, you can open it on your monitor by clicking the links in the evaluation document. After viewing each video, you should type comments into the evaluation sheet, which you'll need to have open in a separate window on your monitor. Then you'll work with the student on any techniques you'd like to address for the remainder of your time with them.

Having a good quality external microphone is extremely important for transmitting live music over Zoom. Wearing headphones can also help your audio quality and eliminate echoes or feedback. Feel free to share your preferred instructions for setting up the Zoom audio for music transmission.

I will send you a Zoom link for the MAP session, along with all the Google links and any other instructions, on [specify dates]. Let me know if you have any questions!

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**SAMPLE V.A. EMAIL #2, Day or week before MAP:** Here are the links to each student's Evaluation sheet within the master schedule. Within each sheet are the links to their music scores, if you want to follow along while they play. There are also links to their performance videos, but the meeting host will

play these videos during the Zoom meeting and you won't have to open them on your end. Please let me know right away if you have any trouble accessing these sheets; test to see if you can type into them.

**WSMTA Online MAP - [Date] - Master Schedule** *[This can be included right in the email, or provided as a Google Document shared to the Visiting Artist]*

9:15 - 9:30 Orientation -- join the Zoom meeting via the link you received. Your host(s) is/are [teacher name(s)].

## **I. Students of [Teacher 1]**

[9:30 - 9:50 \[Student Name 1\]](#)

Pieces: 1) Composer, Title 1; 2) Composer, Title 2

[Continue the list for the rest of the students, including any breaks, into the Oral/Written Consultation time. Link to the teacher's evaluation form if a Written Consultation was purchased.]

[Duplicate all of the above for subsequent teachers]

[Include the time of the closing conference, and ending time.]

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## **Teacher Instructions**

### **PREREQUISITES:**

- A YouTube channel or Vimeo account or other location where shareable videos can be posted and played back.
- (Ideally) A Google/Gmail account – it makes sharing Google files easier by reducing security challenges.
- Technical knowledge and comfort level using Google folders, Zoom, uploading files, sharing the uploaded files, and creating clickable links (hyperlinks) in documents.
- Fast, reliable Internet connection, preferably from a desktop computer physically connected to a modem.
- Most recent Zoom update, downloaded and operating.
- External microphone to provide best possible sound during students' MAP sessions. (Students joining remotely must also have external microphones and optimized Zoom settings.)
- Headphones for student when playing their instrument during the MAP session.

### **Preparing Performance Videos**

1. VIDEO your students' performances of their two MAP pieces. Each performance should be in a separate video.
2. SAVE the videos to YouTube (or your preferred site), with UNLISTED status.
3. NAME each video with your student's last name or initials and the name of the piece.
4. If you are not able to set up your student evaluation documents following the instructions below, SEND THE LINK to the video to your MAP Coordinator to do this for you.

### **Preparing your documents for your MAP session**

1. Into your teacher folder, upload legal PDFs of each student's music scores. Name each score by Composer-Title-Student last name or initials. Set the Sharing options on each file to "View" or "Edit" (Google Drive). *Number the measures before uploading. You can use Adobe Acrobat Reader to annotate PDFs.*
2. Fill out a WSMTA Legal Copy Verification Form for each score uploaded, and upload them as well. All forms could be bundled into a single PDF.
3. In your teacher folder, create a copy for each student of the blank Student Evaluation form.
  - a. Name each evaluation form with the student's performance-order-number and their name ("1. Stuart Student" "2. Anne Allegro" etc.)
4. On each student's evaluation form: **[provide a sample]**
  - a. Fill in heading information, including start and end times. To select from multiple-choice options, highlight your selection.
  - b. Name each composer and piece.
  - c. In the composer box: Create a link to the uploaded music score. To save space, create the link from the words "Sheet music link" by highlighting the words, clicking the link icon in the toolbar, and pasting the link address into the box.
  - d. In the repertoire box: Create a link to the performance video. To save space, create the link on the words "Video link" as above.
5. If you'll be receiving written comments from the Visiting Artist, prepare your Teacher Evaluation form for the Visiting Artist to complete. Set sharing to "Editor." **[provide a sample]**

**On MAP Day:**

1. Join the Zoom session with your first student at their scheduled starting time. The student should have their instrument, tuned and warmed up, ready to play when requested by the Visiting Artist.
2. The performance videos will be shared by the Zoom host. The Visiting Artists will give comments and suggestions to the student.
3. Keep an eye on the clock and if the Zoom host isn't doing so, let the Visiting Artist know when there are two minutes left of the student's session. Bring the next student in when their time begins.
4. Repeat for all your students. Finish with your Oral and/or Written Consultation time with the VA.
5. Exit the Zoom session as the next teacher or the wrap-up begins.








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## Screen Shots of Document Templates

Contents of a teacher's shared folder in the MAP parent folder, in list form and in a grid:

My Drive > 2023 WINDS MAP > Teacher Name ▾

Type ▾ People ▾ Modified ▾

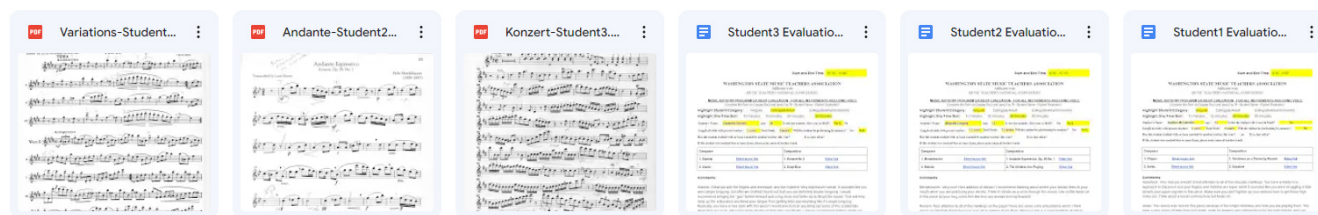
Name	Owner	Last modified b...	File size
 Variations-Student1.pdf	 me	3:06 PM	577 KB
 Andante-Student2.pdf	 me	3:06 PM	198 KB
 Konzert-Student3.pdf	 me	3:06 PM	834 KB
 Student3 Evaluation Form and links	 me	3:05 PM	5 KB
 Student2 Evaluation Form and links	 me	3:05 PM	5 KB
 Student1 Evaluation Form and links	 me	3:05 PM	5 KB

My Drive > 2023 WINDS MAP > Teacher Name ▾

Type ▾ People ▾ Modified ▾

Files

Last modified by me ▾



## Sample MAP Day Schedule

Visiting Artist: [REDACTED]

Location: Online [REDACTED]

Saturday, March [REDACTED]			Min.
Start	End		
9:30 AM	9:45 AM	Orientation	15
9:45 AM	10:40 AM	L [REDACTED] Students	55
10:40 AM	10:50 AM	L [REDACTED] Oral Consult	10
10:50 AM	11:10 AM	Break	20
11:10 AM	11:40 AM	R [REDACTED] Students	30
11:40 AM	12:00 PM	R [REDACTED] Oral/Written	20
12:00 PM	12:15 PM	Closing Conference	15
		Total #/Minutes	165
		Minus Breaks/Lunch	20
		Teacher Minutes	145

## Sample Student Evaluation form, blank

Blank Student Evaluation Form ☆ 📁 ☁

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1 2 3 4 5 6 7 8

Start and End Time

**WASHINGTON STATE MUSIC TEACHERS ASSOCIATION**  
Affiliated with  
**MUSIC TEACHERS NATIONAL ASSOCIATION**

**MUSIC ARTISTRY PROGRAM STUDENT EVALUATION - FOR ALL INSTRUMENTS INCLUDING VOICE**  
Complete this form via Google Docs and save it as "# - Student Name - Student Evaluation"

Highlight Student Category:	Regular	Collegiate/Adult	Collegiate/Adult Ensemble
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Highlight One Time Slot:	10 minutes	15 minutes	20 minutes	30 minutes
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Student's Name:		Age:		Is this the student's first year in MAP?	Yes	No
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Length of study with present teacher:		Total Study:		Will the student be performing by memory?	Yes	No
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Has this student studied with, or been coached by another teacher, this year?	Yes	If so, how often?	
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If this student was coached four or more times, please enter name of teacher/coach:	
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Composer	Composition
1. Sheet music link:	1. Video link:
2. Sheet music link:	2. Video link:



## Sample Student Evaluation form, completed

Start and End Time 11:10-11:40

### WASHINGTON STATE MUSIC TEACHERS ASSOCIATION

Affiliated with  
MUSIC TEACHERS NATIONAL ASSOCIATION

#### MUSIC ARTISTRY PROGRAM STUDENT EVALUATION - FOR ALL INSTRUMENTS INCLUDING VOICE

Complete this form via Google Docs and save it as "# - Student Name - Student Evaluation"

Highlight Student Category: **Regular** Collegiate/Adult Collegiate/Adult Ensemble

Highlight One Time Slot: 10 minutes 15 minutes 20 minutes **30 minutes**

Student's Name: R. [REDACTED] Age: 16 Is this the student's first year in MAP? **Yes** **No**

Length of study with present teacher: **5 years** Total Study: **7 years** Will the student be performing by memory? **Yes** **No**

Has this student studied with, or been coached by another teacher, this year? **No** If so, how often?

If this student was coached four or more times, please enter name of teacher/coach:

Composer	Composition
1. Carl Philipp Emanuel Bach <a href="#">Sheet music link</a>	1. Sonata in G Major - Andante and Allegro Video links: <a href="#">Andante</a> <a href="#">Allegro</a>
2. Camille Saint-Saens <a href="#">Sheet music link</a>	2. Airs De Ballet D'Ascanio <a href="#">Video link</a>

#### Comments:

CPE Bach- Lovely vibrato and phrasing! This creates a lovely style for the CPE Bach! The Andante was great.

I would like to hear faster runs throughout the piece, in both movements. Good job with the faster runs in the Allegro and your fingers. I would like to hear the same clarity of tonguing throughout all of the tongued passages that you get on the longer notes and longer groups of dotted notes at the start of the run. Think about releasing the air like the air must be compact and undisturbed when you release to get a good thrust to the sound instead of pushing the air forward. I think you might be a good candidate to try French style tonguing. I talked about it with your teacher. That's what I had to do to work through my lousy articulation and I helped a little.

Saint-Saens- Again, very nice job with this piece! I think you should make sure you are putting vibrato on the

upper eighth notes at the bottom of page 1. 2 measures after the first measure. Just the way I heard about when we were studying. Vibrato will bring out a note more than straightening the note. In the faster section, with the double tonguing, make sure you keep your air fast and forward to keep your tongue supported and so I won't be out. I hear your air slowing moving through the double tonguing. Chorus usually around 2-3 measures chorus and you can counteract that by concentrating the air into the middle of each chorus. It will help with the awareness of the double tonguing.

Overall, great job today! Keep up the good work and try to explore every new challenge to find new ways to work through them.

Dr. [REDACTED] (Associate Professor of Flute at [REDACTED])

**Sample teacher evaluation form, blank**

**WASHINGTON STATE MUSIC TEACHERS ASSOCIATION**

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MUSIC TEACHERS NATIONAL ASSOCIATION

**TEACHER EVALUATION FORM FOR  
STUDENTS PERFORMANCES**

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Student Teacher \_\_\_\_\_ Number of Students heard \_\_\_\_\_

Teachers may be evaluated on:

Rhythm/Tempo, Phrasing/Slurring, Dynamics, Note Accuracy, Touch/Tone Production,  
Style/Interpretation, Memorization/Concentration, Pedaling, Literature, Posture/Stage Presence.

Comments:

[Evaluator types comments here]

\_\_\_\_\_  
Visiting Artist

**GIVE THIS FORM TO TEACHER DURING CONSULTATION TIME**

## Sample day-of-MAP announcement email with links

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### ANNOUNCEMENTS

WSMTA Winds MAP: Saturday, [REDACTED]

- I. [Official Schedule](#) (click this link to open and view the PDF file)

II. ZOOM Connection

Please give this information to anyone who plans to join the ZOOM session in progress: Students, family members, etc. Copy and paste this text into an email, and they can click on the "Join Zoom Meeting" link to join the session. Or, they can type the Meeting ID and Passcode into their Zoom app to join.

III. Links to **Teacher 1** documents.

1. D [REDACTED]'s student evaluation forms.
  - a. [\[REDACTED\]](#) 9:45 - 10:05 (20 minutes)
  - b. [\[REDACTED\]](#) 10:05 - 10:25 (20 minutes)
  - c. [\[REDACTED\]](#) 10:25 - 10:40 (15 minutes)
2. D [REDACTED]'s Oral Consultation: 10:40-10:50 (no written evaluation)

IV. Links to **[REDACTED]** documents.

1. [K \[REDACTED\]'s student evaluation form](#)
2. [K \[REDACTED\]'s teacher evaluation form](#) (for Visiting Artist consultation)