



## Music Teaching Artist for PreK Students (Part-Time)

Arts for Learning Massachusetts (AFLMA) invites you to join our vibrant roster of experienced music teaching artists in our *Expanding Horizons Through Music* (EHTM) residency program for preschool students.

### Expanding Horizons Through Music Description:

The EHTM residency program is designed to integrate music with the learning of early literacy and social-emotional skills to assist in reducing the achievement gaps often experienced by PreK children (2.9-5 years old) from socio-economically disadvantaged families with a range of challenges and/or limited English language proficiency.

The program's objectives are to provide diverse, culturally responsive, and inclusive music sessions that engage children in the joy of singing, moving, and playing instruments, and that foster self-regulation, socialization, and pre-reading skills such as phonetics, sequencing, sound and letter recognition, rhythms and rhyming, clapping beats of music and words (syllables), tempo, dynamics, and patterns.

### **Positions Available for School Year 2024-2025**

Residency Partner Sites: Located in the Greater Boston area. The number of mornings per week is dependent on the residency assignment(s) and the availability of the teaching artist.

Duration of Positions: Weekly for 28-32 weeks, October–June. Each job position has the potential to become a yearly **part-time** position.

### Deliveries of Music Sessions:

- Music sessions for PreK students are held in the mornings.
- Weekly, 30-minute interactive music sessions led by experienced music teaching artists
- Number of mornings per week is dependent on the residency assignment(s)
- Teaching days can usually be adapted to the teaching artist's availability
- Classroom teachers participate in each weekly session.
- Sessions are delivered on-site at the school. If the school institutes remote learning due to Covid, music sessions will continue remotely.
- While there is a flexible, trauma-informed curriculum with lesson plans for EHTM, teaching artists are supported in adapting and/or using teaching materials to fit their teaching style, strengths, and interests while supporting the program's goals.

### **One Residency Available for 2024-2025**

#### **Residency #1**

Location: One site: Roxbury

Deliveries: 2 classrooms 1 morning/week 10:00-11:00 am.

Participants: Ages 2.9-5. Maximum of 12 students per classroom.

## **Job Responsibilities for All Sites include:**

- Deliver 30-minute, **onsite**, morning music sessions as assigned by the residency sites
- Prepare weekly lesson plans, ensure timely and engaging instruction
- Participate in planning/debriefing/evaluation meetings, collectively with classroom teachers, EHTM teachers, and with Arts for Learning's EHTM Program Director
- Lead 1-2 family music events during the residency period
- Submit evaluation/reflection documents as requested
- Work with AFLMA's Program Director to ensure a comprehensive classroom experience for participating sites

## **Qualifications:**

- Passionate about working with preschool children
- Bachelors or music education degree, or equivalent music teaching experience
- At least two years of experience teaching young children in an urban school environment with a diverse student population
- Ability to teach in inclusive classrooms, employ inclusive teaching strategies, and adapt curriculum to the needs of the classroom
- Strong command of responsive classroom management skills
- Ability to create and employ weekly lesson plans/curriculum and to provide a diverse repertoire that reflects the cultural diversity of the students
- Proficient in playing simple percussion instruments and at least one melodic instrument and can lead students in using simple percussion instruments such as egg shakers, rhythm sticks, drums, singing original and traditional songs, scarves, and active movement activities.
- Energetic, reliable, independent, flexible, responsible, organized
- Strong relationship building and interpersonal communication skills
- Candidates who are bilingual in Spanish/English are encouraged to apply, however it is not a requirement.

## **Compensation:**

AFLMA is an Equal Opportunity Employer and is committed to building a diverse, inclusive staff. The teaching artist's relationship to AFLMA is that of an independent contractor.

This position is part-time, with pay rate determined by experience and the number and type of deliveries provided in the assigned residency as listed in the Job Responsibilities above.

## **Pay Rate:**

- Music Sessions: \$50.00 – \$52.50/ 30-minute session, depending on experience (\$105/hr)
- Planning meeting: \$50.00/ meeting
- Family Music Event: \$105/hr
- Travel: \$10-\$15/ site, depending on distance

## **APPLY:**

In your cover letter, please indicate the residency for which you are applying: Residency #1 or Residency #2. If you are interested in both, indicate that in your cover letter as well.

PLEASE SEND: Cover letter, resume, and three references to:

**Kaijeh Johnson, Residency Program Manager**

**Email:** [kjohnson@artsforlearningma.org](mailto:kjohnson@artsforlearningma.org) No phone calls, please. Thank you.

## **Organization: Arts for Learning Massachusetts (AFLMA)**

The Mission of Arts for Learning Massachusetts is to educate, inspire, and empower the youth of Massachusetts through the arts.

AFLMA was founded in 1962, one of the first affiliates of the Young Audiences, Arts for Learning, Inc. network which was established in 1952 with a mission to inspire young people and expand their learning through the arts. Today, the network is made up of local affiliated nonprofits that collectively impact over 5 million young people each year. The national Young Audiences Arts for Learning network works collaboratively to advance arts in education through advocacy, communications, fundraising, program development, professional learning, and other support. To explore our national network, please visit: [www.youngaudiences.org/YA-network-map](http://www.youngaudiences.org/YA-network-map).

Understanding of the transformational power of the arts, and in response to an enduring concern that arts were considered an ancillary enrichment opportunity, disposable during lean budgeting times, rather than an indispensable component of educating the whole child, our reach and programming expanded from presenting only classical music performances in our early years to include a full range of educational arts programming in multiple disciplines and cultures.

Check out more on our website <https://artsforlearningma.org/>