



*Classroom Discipline vs.
Music Discipline*

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Musical Discipline Vs. Classroom Discipline

*How does the “D” word affect my teaching
and my student’s success?*

Texas Bandmasters Association Convention, 2008

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The Times, they are a’changin’...

- The Way We (the teachers) Were...
- I Will Survive (the first ten years)
- (I’ll get by) With a Little Help From My Friends
- Leader of the Pack
- It Was a Very Good Year(s)

Teach the “Whole Child”....

1. Good citizen
2. Good student
3. Good musician

Teaching techniques that work...

- Firm IS fair
- Treat everyone EXACTLY the same
- Teach with enthusiasm – IT’S CONTAGIOUS
- Work really hard... EVERY DAY
- Be yourself... YOUR personality (not your mentor’s) suits you best
- CHOSE YOUR BATTLES

What is discipline?

Today the word “discipline” carries with it a rather negative connotation. Most of us were raised with it both in our homes and in our schools, and it didn’t seem to be such a bad thing at the time!

According to Webster’s New World Dictionary, the word “discipline” can be defined as:

Noun

1. a branch of knowledge or learning
2. training that develops self-control, character, or orderliness and efficiency

Verb

1. to train or subject to discipline
2. to punish

Consider these statements...

The statements below are taken from a document titled “Ways In Which Discipline Problems Are Caused By the Director”. The author is H. E. Nutt, co-founder and past President of VanderCook College of Music, 1966-1974. This list was in a handout distributed by Paul Flinchbaugh, Oliveira Middle School CC Honor Band director, at the annual honor band directors’ clinic. Paul is a graduate of VanderCook College and is now the Instrumental Music Supervisor in Brownsville I. S. D. He found the list on the VanderCook website (<http://www.vandercook.edu/>).

#32. Does not work hard enough on “musical discipline”. Is not conscious of the difference between “behavior discipline” and “musical discipline”.

#21. Lets players get set in a bad habit or fault, then “hollers” at them. Is not consistent in correcting errors and faults.

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Some examples of...

<i>Musical Discipline</i>	<i>Classroom (Behavior) Discipline</i>
Proper tone production	Entering the classroom
Proper hand position/posture	Taking out instruments
Proper articulation technique	Moving around the classroom
Rhythmic understanding	Conversation before/after the bell rings
Notation	Classroom procedures
Phrasing	Appropriate response to praise/correction
Dynamics	Respect for equipment
Proper practice habits	
Rehearsal procedures	
Rehearsal etiquette	

Best piece of advice...

If you do not want to deal with poor discipline, bad habits, or inappropriate behaviors in grades 7-12, do not allow these very things to occur during the 6th grade or beginning year!

It seems to me that if we spent more time teaching musical discipline, we would spend less time correcting behavior/classroom problems that have nothing to do with teaching band and are often our biggest source of frustration!

“Good discipline is the training that makes punishment unnecessary!”