Defining the TOTAL Middle School Band Program: Let's Work Smarter, Not Harder!

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Texas Bandmasters Association Convention

Defining the TOTAL Middle School Band Program...
let's work smarter, not harder!

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Wednesday July 30, 2014 ~ 9:30amCC Room 214CD

Defining the TOTAL Middle School Band Program...
let's work smarter, not harder!

In the world of middle school band, one size definitely does not fit all!
Regardless of your school size, location, or demographic,
you can develop a healthy band program for your middle school.

This clinic presentation provides a checklist of key components
that will allow you to create and implement a healthy version
of the TOTAL middle school band program.

I.   Introduction to rubric
II.   Strategies
     a. Climate
     b. Structure & Approach
     c. Curriculum & Planning
     d. Expectations & accountability
     e. Personnel
III.   Implementation
     a. Region Band
     b. First Semester: Fall & Winter Concerts, Pep Rallies
     c. Second Semester: Spring Concerts & Recruiting/Retention
     d. Solo & Ensemble
     e. UIL & Festival Events
IV.   Wrap-up

What is your level of band fitness?

Coach potato	Walker	Jogger	Marathone	Tough mudder

Part I – Strategies

CLIMATE
A classroom climate is the combination of variables that work together to promote learning in a comfortable and appropriate environment.

COUCH POTATO	WALKER	JOGGER	MARATHONER	TOUGH MUDDER
✓ Chooses path of least resistance. ✓ Inconsistent ✓ No procedure ✓ Loose environment ✓ Little/no effort from teacher/student ✓ No/ineffective communication	✓ Often takes positive approach ✓ Consistency & persistence ✓ Procedures in place ✓ Acceptable levels of teacher/student effort ✓ Basic communication in place	✓ Takes positive approach daily ✓ Consistency & persistence ✓ Procedures in place ✓ Teacher provides most of the energy ✓ Effective communicator	✓ Takes positive approach towards all aspects of program ✓ Consistency & persistence ✓ Procedures in place ✓ Increased student leadership/ownership ✓ Teacher/student efforts & energy are matched ✓ Highly effective communicator	✓ Atmosphere leans toward oppressive ✓ Manipulation vs. motivation ✓ Procedures are excessive-became more important than product; becomes robotic ✓ Students effort is forced ✓ Communication may be excessive or inconsiderate of others

Suggestions: Attention to room's physical appearance; greeting students daily; define entrance/exit procedures; classroom communication plan.

Technology: Play music in background as students enter/exit from Pandora, ITunes or YouTube apps; use countdown app such as 30/30 on screen; use roll check apps; consult clinic handouts on classroom management

Part I – Strategies

STRUCTURE & APPROACH

A structured rehearsal empowers the teacher, creates a positive learning environment and generally leads to success for teacher and students.

COUCH POTATO	WALKER	JOGGER	MARATHONER	TOUGH MUDDER
✓ Disorganized ✓ Fly by the seat of your pants/just show up ✓ Unclear/inconsistent expectations ✓ Never/rarely hears individuals play ✓ No routine ✓ Starts late, ends early	✓ Expectations noticeable ✓ Occasionally hears individuals ✓ Random reward ✓ Some routine ✓ Weekly sectionals if situation allows ✓ Class begins & ends on time	✓ Expectations are detailed & obvious ✓ Often hears individuals ✓ Tangible reward ✓ Routines established ✓ Weekly sectionals ✓ Class begins & ends on time	✓ Expectations above grade level ✓ Hears individuals daily/scheduled ✓ Tangible reward ✓ Objective sheets ✓ Weekly sectionals ✓ Class begins & ends on time	✓ Unrealistic expectations ✓ Individual perfection is unattainable (obsessive) ✓ Pass offs become negative ✓ Abuse of out of school time ✓ Not mindful of class time parameters

Suggestions: pass offs weekly, objective sheets

Technology: use Smart music to aid in playoffs; use excel software; recording apps; remind 101 for testing reminders; class dojo app; consult clinic handouts on goal setting & sectional schedule ideas

Part I – Strategies

CURRICULUM & PLANNING

A curriculum plan is the best way for a teacher to look objectively at what needs to be taught over a semester or year, then organize an effective & methodical way to get from beginning to end.

COUCH POTATO	WALKER	JOGGER	MARATHONER	TOUGH MUDDER
✓ Operates without a plan ✓ Makes little/no attempt to further their professional development ✓ Doesn't use appropriate materials ✓ Repeats ineffective practices ✓ No outside consultation	✓ Practices big picture ✓ Content with basic knowledge of pedagogy ✓ Uses published materials only ✓ Has basic practices in place ✓ Occasional consultation	✓ Practices detailed planning ✓ Works to attain further pedagogical knowledge ✓ Supplements with additional materials ✓ Utilizes & evaluates practices for necessary improvement ✓ Frequent consultation	✓ Practices detailed long range planning ✓ has become proficient in pedagogy & is still learning ✓ Supplements with additional materials ✓ Creates instrument/ensemble specific materials ✓ Utilizes & evaluates practices for necessary improvement ✓ Regular consultation	✓ Operates with misguided goals ✓ Over plans & micromanages ✓ Inflexible with curriculum expectations ✓ Excessive & varied consultations ✓ Supplements & creates materials to the point of diminishing returns

Suggestions: Consults with others; creates study sheets to supplement; effective lessons plans and sequencing; established mentor relationship; uses technology to rewrite & create.

Technology: use district/school curriculum guide; consult clinic handouts on pedagogy; refer to the TEKS document

Part I – Strategies

EXPECTATIONS & ACCOUNTABILITY

Once the framework is in place for a functional, well-managed classroom where students know what to do and how to get along, you can focus on actions to move them along musically to challenge their thinking, inspire their desire to learn and help them achieve their highest potential.

COUCH POTATO	WALKER	JOGGER	MARATHONER	TOUGH MUDDER
✓ Students not held accountable regarding materials & equipment ✓ No consequences ✓ No attendance requirements or expectations	✓ Student requirement of basic materials & equipment ✓ Consequences realistic/appropriate ✓ Regular attendance at events/rehearsals	✓ Student requirement of additional materials & equipment ✓ Consequences realistic/appropriate ✓ Regular attendance at events/rehearsals	✓ Student requirement of specific materials & equipment ✓ Consequences realistic/appropriate ✓ Regular attendance at events/rehearsals	✓ Student equipment requirements excessive ✓ Abuse of students' time/ many extra rehearsals ✓ No compromise regarding other obligations

Suggestions: Director documents student performance; homework expectations; assignment sheets; director communicates time lines for short and long term goals.

Technology: remind 101 to text assignment reminders, websites for posting announcements; district gradebook

Part I – Strategies

PERSONNEL
Strategies for effective use of personnel, regardless of your staffing situation, will maximize student progress.

COUCH POTATO	WALKER	JOGGER	MARATHONER	TOUGH MUDDER
✓ Director is not aware of administrative responsibilities or deadlines ✓ Does not utilize or refuses available staff ✓ Director does not self-evaluate, makes excuses/places blame	✓ Director fulfills administrative responsibilities/meets deadlines ✓ Includes any available staff ✓ Director makes some effort at self-assessment	✓ Director fulfills administrative responsibilities/meets deadlines ✓ Plans for & utilizes staff effectively ✓ Director proactive in analyzing self & staff	✓ Director is proactive at administrative responsibilities/meets deadlines ✓ Plans for & utilizes staff effectively ✓ Incorporates specialty instruction ✓ Director proactive in analyzing self & staff by having scheduled meetings & goal setting	✓ Director may ignore deadlines not pertinent to ensemble/program success ✓ Loses perspective; program out of balance ✓ Director lacks consideration for colleagues' schedules ✓ No reciprocity regarding team teaching duties ✓ Micro manager of staff

Suggestions: Master classes; practice marathons; Instructional sharing; regular staff meetings to evaluate and strategize.

Technology: use Evernote app for evaluations; recording apps for rehearsals; consult clinic handouts on goal setting; create word document for staff teaching assignments; Drop box for storage of staff documents; Wunderlist for sharing "to do's"; forScore for sharing of scores.

Part II – Implementation

REGION BAND

Preparation for this individual benchmark helps to develop the player through exposure to more challenging music. In addition, it cultivates independence, confidence, practice and performance skills.

COUCH POTATO	WALKER	JOGGER	MARATHONER	TOUGH MUDDER
✓ Optional event ✓ Unguided practice/learning	✓ Encourage participation ✓ Learn scales & music ✓ In class instruction ✓ Optional individual help session	✓ Require participation with exceptions ✓ Track past participation ✓ Performance suggestions ✓ AM/PM sectionals ✓ Occasional extra tutoring	✓ Require participation ✓ Expand specific goals ✓ Performance games ✓ AM/PM sectionals ✓ Mock auditions & master classes	✓ Requires participation regardless of preparation ✓ Ignores all other curriculum to ensure inflated numbers

Suggestions: Have internal competitions; student lead goal setting; games for achievement; consultant budgeting; discussion regarding appropriate audition material

Technology: use recording apps for evaluating student performance; use metronome & tuning apps – Tonal Energy Tuner; Tempo Slow for gradual progression of music tempos

Part II – Implementation

FIRST SEMESTER ~ FALL & WINTER CONCERTS, PEP RALLIES

Band is a performance class. First semester performances allow for the continued musical development of the student and the ensemble.

COUCH POTATO	WALKER	JOGGER	MARATHONER	TOUGH MUDDER
✓ Optional event ✓ Lack of awareness of school calendar ✓ Apathy toward performance quality	✓ Performs most of these venues ✓ Music selection reflects acquired ensemble skills	✓ Performs all of these venues ✓ Music selection reflects acquired individual & ensemble skill level ✓ Expand to include beginner in addition to advanced band students ✓ Literature reflects long term goals	✓ Performs all venues including student demonstrations ✓ Music selection reflects acquired individual & ensemble skill level ✓ Beginner & advanced band students ✓ Literature reflects long term goals ✓ Cross curricular & holiday themes	✓ Performs venues that fit personal goals ✓ Music selection is not reflective of first semester needs/goals

Suggestions: Limit pep tunes; allow time for productions; consider audience in music selection; judicious selection of student performers

Technology: calendar apps; program creators such as Poster My Wall.com; play recordings from publisher websites such as JW Pepper, Alfred Music, etc. Publicize your events with your website & emails

Part II – Implementation

SECOND SEMESTER ~ SPRING CONCERTS & ELEMENTARY SCHOOL RECRUITING

Second semester performances introduces the program to future band members & community, realize the highest level of individual & ensemble performance skills, and enjoy the rewards of a successful year.

COUCH POTATO	WALKER	JOGGER	MARATHONER	TOUGH MUDDER
✓ Optional event ✓ Students are inadequately prepared to perform literature at grade level ✓ No program exposure ✓ No recognition of student success	✓ Performs most of these venues ✓ Music selection reflects increased ensemble skills ✓ Literature reflects grade level requirement ✓ Students of all grade levels perform ✓ Performs for 5th graders ✓ Recognizes student & ensemble success	✓ Performs all of these venues ✓ Music selection reflects increased individual & ensemble skill level ✓ Literature reflects long term goals ✓ Literature reflects above grade level requirement ✓ Students of all grade levels perform ✓ Performs for 5th graders, creates additional opportunities for exposure ✓ Recognizes student & ensemble success including award presentation	✓ Performs all venues including student demonstrations ✓ Music selection reflects acquired individual & ensemble skill level ✓ Literature difficulty exceeds expectation of grade level requirements ✓ Students of all grade levels perform ✓ Performs for 5th graders, creates additional opportunities for exposure ✓ Recognizes student & ensemble success including award presentation	✓ Performs same music again and again… and again and again ….. ✓ Ignores district guidelines for recruiting ✓ Over promotion of program– awards are the focus to the exclusion of some students

Suggestions:
Make good use of pep tunes from fall semester for recruiting purposes; community concerts; elementary PTA meeting performances

Technology: Use of technology for exposure of program (website, FB, YouTube); posters, info packets, mail outs & recordings; Replay app makes great short videos; Be a Part of the Band website; Go Arts.org

Part II – Implementation

SOLO & ENSEMBLE

These events are the second of two benchmarks that foster development & proficiency of the individual and heighten awareness of ensemble skills.

COUCH POTATO	WALKER	JOGGER	MARATHONER	TOUGH MUDDER
✓ May not provide opportunity to participate ✓ Students left to learn music on their own	✓ Participation in event is optional ✓ Instruction sessions are informal ✓ Music selection by sections (with exceptions)	✓ Participation is required in at least one event ✓ Director guides instruction sessions ✓ Music selection according to student ability level	✓ Participation is required in both events ✓ Director guides instruction sessions ✓ Music selection according to student ability level ✓ Director provides recital opportunities	✓ Participation required– no exceptions ✓ Unrealistic expectations of music selection

Suggestions:

Offer a variety of accompaniment choices; organize recital event

Technology: Smart Music for accompaniments; upload recital performances to your website

Part II – Implementation

UIL & FESTIVAL EVENTS

These performances provide a cumulative assessment of the year's goals based on an established accountability system. Music requirements dictate a repertoire standard.

COUCH POTATO	WALKER	JOGGER	MARATHONER	TOUGH MUDDER
✓ Optional event ✓ Recycle tunes on program ✓ Lack of thought behind music selection ✓ Lack of PML/C&CR knowledge ✓ Does not track eligibility ✓ Director is ineffective in sight-reading procedure	✓ Music selection reflects increased ensemble skills ✓ Literature reflects grade level requirement ✓ Students of all grade levels perform ✓ Planned instructional time for music requirements ✓ Knowledge of PML/C&CR ✓ Tracks eligibility ✓ Director is familiar with effective sr strategies	✓ Music selection reflects increased individual & ensemble skill level ✓ Literature reflects long term goals ✓ Literature reflects above grade level requirement ✓ Students of all grade levels perform ✓ Weekly sectional rehearsal goals ✓ Knowledge of PML/C&CR ✓ Tracks eligibility often ✓ Director is proficient with effective sr strategies	✓ Music selection reflects acquired individual & ensemble skill level ✓ Literature difficulty exceeds expectation of grade level requirements ✓ Students of all grade levels perform ✓ Weekly sectional rehearsal goals ✓ Knowledge of PML/C&CR ✓ Tracks eligibility often ✓ Director is a master with effective sr strategies	✓ The "three tune band" ✓ Recycle tunes on program ✓ Unrealistic music selections ✓ Section rehearsal goals are excessive ✓ knowledge of PML/C&CR ✓ Harasses students/teachers concerning eligibility ✓ Director is a master with effective sr strategies

Suggestions: Attend pre-uil event; practice in comparable facility; Invite clinician; record & assess rehearsals; music pass offs; utilize comments from judges for improvement; edit parts as needed; director/student choices of proper concert attire; develop progression of sight-reading skills thru the year

Technology: recording devices; music editing software such as Finale or Sibelius; entry forms & rules on your UIL region website; UIL forms.com