



Refining the Vision for Your Program

**CLINICIAN:
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Texas Bandmasters Association 2015 Convention/Clinic

**JULY 23-26, 2015
HENRY B. GONZALEZ CONVENTION CENTER
SAN ANTONIO, TEXAS**



Refining the Vision for Your Program

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I. Begin with end in mind

- A. Points to ponder
 - 1. Vision
 - 2. Color
 - 3. Technique
 - 4. Musicianship
- B. Managing vs. implementing
 - 1. Organizing for the sake of organizing
 - 2. OCD can be useful if it doesn't eclipse instruction
 - 3. Elements of good teaching
- C. Total quality management
 - 1. Who are your customers?
 - 2. Delighted vs. Happy
 - 3. SWOT
- D. Influence of Social Systems
 - 1. Coercive, Remunerative, Normative
 - 2. Normative Leadership
- E. **Possible in-service discussion topics: Assessment of vision, implementation, quality, and parameters of social systems within cluster**

II. Professionalism

- A. Professional Behavior
 - 1. Clothing
 - 2. Grooming
 - 3. Attitude
 - 4. Preparation
 - 5. Punctuality
 - 6. Communication
 - 7. Awareness of big picture
 - 8. Goals
 - 9. Expertise
 - 10. Achieving balance
 - 11. Why should students and parents be willing and even eager to follow your instructions?



B. Professional growth

1. Professional development
2. Visiting/observing/assisting/sharing
 - a) *Within cluster*
 - (1) Facilitates unified instruction
 - (2) Improves specialized instruction
 - (3) Engenders loyalty
 - b) *Outside cluster, within district*
 - c) *Outside district*
3. Inspiration
 - a) *Remember to nurture your own passion for music*
 - b) *Study/evaluate pieces*
 - c) *Explore music from other levels (professional/collegiate)*
 - d) *Experience music from other genres (examples: vocal/orchestral/keyboards)*

C. Possible in-service discussion topics: Standards for professional behavior and options for professional development within cluster

III. Strategies for student skill development

A. Beginners

1. Anything lacking in performance groups can be addressed in beginners
2. Teach skills as separate components/concepts/building blocks that can be combined/integrated after mastery
 - a) *Posture*
 - b) *Embouchure*
 - c) *Breathing/air supply*
 - d) *Hand position*
 - e) *Tone production*
 - f) *Articulation*
 - g) *Rhythm*
 - h) *Notation*
 - i) *Performance*

3. Possible in-service discussion topics: Cluster consistency with beginner pedagogy, vocabulary, expectations

B. Ongoing development of each individual

1. All State and Solo/Ensemble
 - a) *Approach methodically*
 - (1) Small, thoughtful increments at beginning – like savings account
 - (2) Consistency/accuracy/efficiency is critical



- (3) Velocity later (incentive to start early)
- (4) Structure – rehearsals, sectionals, clinics, listenings, playoffs

b) *Only a part of daily routine*

- (1) Continue developing resonance, range, flexibility, technique
- (2) Addressing Anxiety/distractions/focus/how vs. what

c) *Solo/Ensemble – great opportunities for students to experience success*

- (1) Solo literature for developing individual skills
- (2) Ensembles for developing independence/soloists
- (3) WW and brass choirs to benefit large ensemble skills
- (4) Setting rehearsal priorities
- (5) Assessment
- (6) Concerto Competition

2. Possible in-service discussion topics: Sharing ideas for different approaches to teaching and assessing All-State Etudes, preparing Solos/ensembles

C. Skill development through ensemble daily drill

1. Emphasis on fundamentals for each instrument
2. Importance of developing of each student's personal skills
3. Remington purpose, design
4. Color, balance and intonation
 - a) *PITCH responding adjusting matching/ balance*
 - b) *Szell Priorities*
 - c) *Just vs. Equal temperament (5ths, 3rds)*
 - (1) Tonal Energy Ap
 - (2) Harmony Director
5. Articulation
6. Them:us :: precision:resonance
7. Rhythmic accuracy and releases (not just starts).
8. **Possible in-service discussion topics: Cluster consistency with ensemble skill pedagogy, vocabulary, expectations**