



# **Developing the Successful High School Non-Varsity Band**

**CLINICIANS:**

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# Developing the Successful High School Non- Varsity Band

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## **Feeling like Varsity: Motivation, Standards and Alignment**

- Not second class; expected to play just as well
- Goal is to move students up and out of your ensemble
  - All stakeholders need this mentality
- Everyone rehearses the same across every ensemble
  - Behavior, sectionals, rehearsal expectations
  - Don't move on if it doesn't sound good
- It's up to the director to build the culture to succeed, to be critical, to listen
- Marching Band - alignment with varsity band (body, movement, pass-offs etc)
  - Are you doing the same lesson across every band
  - Holding non-varsity students to the same standards movement wise

## **Teaching Like Varsity: Organization, Lesson plans and Time Management**

- Being organized enough to be consistent with head director in regards to announcements/dates
  - The details; don't depend on the head band director to inform your kids
- Have an objective/goal for the rehearsal- communicate the rehearsal objectives to the students
- Time on task: make them play!
  - Concise feedback
  - Fast paced
- Lesson plans: be flexible but have a clear idea of what you will accomplish
  - Over-planning is better than under-planning
  - It's ok to move on before it's perfect, but don't let them believe it's ready

## **Skills like Varsity: Practicing, Private lessons, Pass-offs, Sectionals**

- Teaching the Process of practicing: Assume they know nothing!
  - Make pass offs achievable!
  - Increase the level of expectation as they progress
    - Start slow at the beginning
  - Communicate calendar expectations early and consistently
  - Know your community
  - Attendance: pass offs, make-ups, contact parents
  - Have a specific goal for sectionals
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- If you have the demographics/resources > utilize lesson teachers at ALL levels

- “If you want to move up next year, a great way to do that is taking private lessons”
- Communicate the benefits of lessons to parents: make it relatable
- Lacking in lesson teachers/takers > utilize your colleagues
  - Provide as much one-on-one teaching/feedback as possible
  - Weekly objectives
  - “Office hours”
  - Buddy system

### **Learning like Varsity: Program Selection**

- Lay your ego aside and play what will make the kids successful
- Consider: Instrumentation, range, technical ability, rhythmic and stylistic understanding, soloists
- Part rewrites: Integrity of the music?
- There has to be learning!
  - Has this music made them better?
- Grade level requirements
- Introducing new/different styles
  - Utilize Winter and Spring concerts

### **Eligibility Like Varsity: No Pass, No Play**

- Generally have higher failing rates
- Consistent reminders
- Communicate
  - Teachers, Parents, Students
- Educate fellow teachers
- Talking with students
  - Being hard on them vs. “we need you”

### **Independence like Varsity: Solo and Ensemble**

- UIL Solo and Ensemble
  - Great to build independent learning
  - Material for private lessons
  - Gives higher achieving students in lower ensembles challenge
- Lacking Financial resources- Host your own recital/event for lower level students
- Exposure to new and different styles

### **Educator growth and Continued learning**

- Have a Mentor
  - Not just your head director, expand
- Attending conventions, camps and clinics