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**The Care and Feeding of
Sub Non-Varsity Bands**

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THE CARE AND FEEDING OF SUB NON VARSITY BANDS

Susan Meyer Patterson and Andrea T. Maher

Many years ago, we were told by a highly respected UIL adjudicator, "Every band you bring to C&SR is prepared the same way. There is no difference in how you treat your students from Band 1 to Band 6, the expectations are the same." Although we had certainly hoped this was the case, hearing this affirmed that we were meeting this goal. We BELIEVE in this with all our hearts.

The Care

"If you treat an individual as he is, he will remain how he is. But if you treat him as if he were what he ought to be and could be, he will become what he ought to be and could be." —Goethe

Why are they here?

- Virtual learning/Quarantine/Missed school
- Didn't grasp or master fundamental concepts in Beginning Band
- Don't practice/Don't know HOW to practice
- Parents made them stay
- Maybe you have strong players in their section
- FIGURE OUT WHY!

Classroom Culture

- This is a special place to be. They matter!
- Their band class is important. This is their place!
- They don't really "know" the difference between their band class and a higher band.
- With membership in this class, comes responsibility. Give them ownership.
- "MCCULLOUGH STYLE"
- Do they know how to take care of their instrument?
 - This was something we didn't really know.
 - Instrument assembly and packing up
 - May be different this year due to Covid protocols.
 - Everything in locker, cubby, or under their chair
 - Maintenance
 - Maintenance Monday
 - Reed care, swabbing, valve care, and slide care
 - Percussion stick bag labeled
- Chairs and stands
- Suggestions for Classroom Culture and Student Ownership
 - Split the class as much as possible.
 - They need to learn to play their instruments better.
 - This beginning band, part 2. (Just don't call it that!)
- Vocabulary must match in every class in the program.
 - Head director must establish this.
 - This is a non negotiable for success.
 - Do you and your staff need to talk?
- Teach a sense of pride.
 - Relate to playing a team sport. They understand this!
 - Band families appreciate that their child has the same opportunities as everyone else in the program.

Mindset

- Your MINDSET from Day 1 is SO Important!
 - Start the year planning that this band will attend UIL C&SR Evaluation.
 - This changes your perspective about everything.
 - This is possible without optimal instrumentation.
 - Is this your only performing band or are you responsible for more than one?
- You must absolutely commit to HEARING INDIVIDUALS PLAY EVERYDAY!
- What do your students need to be successful?
 - They need to play their instruments better.
- How to Treat Them
 - Beginning of the year
 - Tell them they are doing the same things as the top band.
 - The Sub NV bands can have the same expectations as the Varsity band.
 - Consistency of high expectations in all band classes.
 - Differentiate the classroom activities to fit the ability level.
- Teach them that high achievement is fun!
 - New definition of FUN.
 - This may be their first opportunity to learn this.

Retention

Over the Years, we saw our Sub NV students grow and lead in High School Band.

- Some kids just take longer to figure it out.
- When the Sub NV bands are stronger, retention is higher in your program and into HS band.
- They may become band officers, section leaders, loading crew, and even Drum Majors!
- They may become music majors.
- They may even become band directors!

The Feeding

Meal Prep

What is in the Band Binder for every single student in the program?

- Music Literacy
 - Music theory and Rhythm Pages - Written work is good for them.
- Specific Instrument Pedagogy Pages
 - Fingering charts
 - Flute octave slurs
 - Clarinet register key exercises
 - Clarinet chromatic exercises
 - Saxophone chromatic exercises
 - Saxophone octave slurs
 - Learning vibrato
 - Brass lip slurs
 - Brass flow studies
 - Brass low register long tones
 - Percussion rudiments and rolls
 - Percussion drills
- Ensemble Fundamentals
 - Abbreviated Daily Drill
 - Whole note Remington
 - F Follow Through
 - Ascending should not be the same as Varsity and NV bands.
 - Articulation page(s)
 - 1 octave & advanced scale sheets
 - Chromatic Scale
 - Dramatic Chromatics
 - Teachers enharmonics and finger patterns
 - Penny Liebst created this!

The Meal - Good Nutrition: Your rehearsal

What do you FEED them? Here's what we do: Remember, we have 90 minute classes...

- Theory
- Review posture, instrument carriage
 - McCullough Style
- Counting and Clapping
- Breathing
- Concert F
 - Full Band, Sections, and Individually
- Remington or F Follow Through
 - Do they know these notes?
- Articulation
- Instrument specific stuff
- Mini scales
- Reading, unison lines
 - We use Sight-Reading Drills for Band by Marty Nelson
 - Use a beginning band book different from what you use at your school.
 - Start with simple unison lines
 - Start in September
 - Just like beginning band: **Count, Say, Position, Play**
 - Reinforce basic note names and rhythms
 - Basic procedures of UIL SR such as instrument position, silence, touch your music, raise your hand if you have..., etc.
 - Move to UIL Sightreading music.
 - Start in December/January
 - Start with a portion of a piece
 - For example, read the "Andante" section of *Andante and Allegro* by B. Lambrecht.
 - Progress from there

Snacks - Varied Instructions and Activities

- Start class the same every day
 - Attendance, pencil checks, written work, counting/clapping...
- Build Relationships
 - Names and SEL
 - Create a safe environment
 - Hear individuals
 - Teach them to self assess and assess others
 - Create leadership opportunities and ownership
- Activities learned from 2020-2021
 - Small group activities
 - Online learning activities
 - Kinesthetic learning
 - Stickers
 - Engage all learners
- Friday Videos
 - So many great performances to share

Dessert - Performances and Performance Opportunities

- Pep Rallies
 - Can they learn the Fight Song, Go Team Go, Hey Song, or one of your shorts?
- Football Game
 - All students should go! There's nothing like a junior high football game!
 - Teach them what they need to participate and feel valued.

- Winter Concert
 - Program appropriately. The .5 literature is great.
 - Even duets/trios
 - Teach performance etiquette.
- Intrinsic Rewards
 - Our favorite thing to teach.
 - Redefining FUN.
 - Learning and feeling pride in their performances.

Sectionals, BSRs, and ASRs

- All 6 of our bands have some type of rehearsal outside of the school day.
- Figure this out for your school/community.
- Create a culture and understanding that this is what you GET to do in band.
- They want this too!

Programming

- One of the most important factors in the success of any band at any level
- What to look for when choosing music for your Sub NV...or any band
- Can you make changes to the music and keep the integrity of the piece?
 - Instrumentation
 - Clarinet and trumpet parts?
 - Extreme ranges
 - Clarinets crossing the break
 - Flutes above the staff
 - Notes they haven't played in scales or Daily Drill?
 - Concert Cs?
 - Trumpet range
 - Horn part doubles alto sax?
 - Trombone/Euphonium same?
 - Tuba doubled in low reeds?
 - Percussion rolls/tied rhythms

Our Top Grade 1 UIL Tunes for Sub NV Bands

<i>Armory</i>	Standrige	1+	articulation
<i>Dance Celebration</i>	Smith	1	note length, touch the rests
<i>Dancing Kites</i>	Bernotas	1+	lyrical, low brass must be strong
<i>Dorian Chant</i>	Calhoun	1	Backs of notes, 4 measure phrases
<i>Conviction</i>	Clark	1	need very strong flutes (3 flute parts)
<i>Fortis</i>	Gazlay	1	lots of trombone 6th position
<i>Little Brazil Suite</i>	Balent	1	articulation, counting rests
<i>Majestica</i>	Gazlay	1+	lyrical middle section in 3
<i>Ming Court</i>	Pitter	1	all sections have melody, 4 measure phrases
<i>Mystery Ride</i>	White	1	articulation
<i>Night Fury</i>	Chambers	1	dotted quarters, all have melody
<i>Plaza de Toros</i>	Story	1	accidentals
<i>Serengeti Dreams</i>	Smith	1+	must have strong percussion, flute, tuba
<i>Skylight</i>	Hodges	1	in 3, teaches 3 to 1
<i>Summit Fanfare</i>	Owens	1+	need strong leaders in all sections
<i>The Band in the Square on the Fourth of July</i>	LaPlante	1+	key changes, lots of Ab - A nat. challenges

March Suggestions for Sub NV Bands

- *Synergy March* by William Owens
- *Infinity March* by James Curnow
- *Quicksilver March* by Gary Fagan
- *Spitfire March* by Michael Story
- *Yorktown March* by John Edmondson
- *Union March* by Mikel Rogers

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