



**Texas Bandmasters Association  
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**Creating Self-Directed Learning in  
Beginning Band**

**CLINICIANS:  
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# Creating Self-Directed Learning in Beginning Band

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Presented by Rob Chilton & Claire Pittman

## An Overview of the Self-Directed Learning Process

1. Establishing a framework
2. Formulating their own achievement goals
3. Self-diagnosing and overcoming challenges
4. Utilizing resources
5. Evaluating outcomes
6. Repeat

## Step 1: Establishing the Framework

- Curiosity
  - Engage in more guided discussion
  - Allow students to ask more “good” questions
  - Praise students when they make educationally-relevant observations
  - Increase specificity in the questions you ask your students
- Practice
  - Find a way to talk about practice every day
  - Always talk to them as if they want to practice that day, even if they don’t/won’t
  - Help them understand the difference between practice and play
  - Discuss healthy practice habits

**Weekly Practice XP Chart**

	DAYS PRACTICED	-	DAYS NOT PRACTICED	=	EXPERIENCE POINTS (XP)	
PRO	7	-	0	=	+7 (XP)	🏆
BEST	6	-	1	=	+5 (XP)	😊
BETTER	5	-	2	=	+3 (XP)	🙂
GOOD	4	-	3	=	+1 (XP)	🙂
	3	-	4	=	-1 (XP)	
	2	-	5	=	-3 (XP)	
	1	-	6	=	-5 (XP)	
	0	-	7	=	-7 (XP)	

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- Roadmap
  - Create a schedule of the year by week
  - Include holidays and events that will interrupt or shorten instruction
  - Select a method book, which lines to prioritize, and an approach to literacy instruction
  - Introduce the roadmap to students in a kid-friendly way (i.e. pass-offs or objective sheets)

### Beginning Saxophone – Rob Chilton

Week	Theory	Tone	Scales	Accent on Achievement	Literature	Misc. Notes
1 8/13	Theory 1A, B Posture Chart Staff Chant					Check Supplies Collect Forms
2 8/20	Theory 1C, D, E Week 2					Inspect and label all supplies Hygiene and assembly MP assembly
3 8/27	Week 3	Play MP				MP assembly review Brochure formation Swelling
4 9/4	Week 4	Play MP & Neck				Download Metronome Download Tuner
5 9/10	Week 5	Play MP & Neck Affiliation 1 = 40		AOA 1, 2, 3		Give out fingering chart Fingering Chart Binge
6 9/17	Week 6	Play MP & Neck Affiliation 1 = 40		test AOA #1 AOA 4, 5		Introduce Pass-off System Highlight pass-off lines
7 9/24	Week 7	Play MP & Neck Affiliation 1 = 40		AOA 6, 8, 10		Interim Inspection Instrument Inspection
8 10/1	Week 8	Play MP & Neck Affiliation 1 = 40		test AOA #10 AOA 12, 13		
9 10/8	Week 9	Play MP & Neck Affiliation 1 = 40		focus on pass-offs		Cover outside of school Pass-offs Cupcake Day
10 10/15	Week 10	Play MP & Neck Affiliation 1 = 43		test AOA 13 AOA 15, 17		Start outside of school Pass-offs Use Sign-in Chart Charts based on Pass-offs

Name: \_\_\_\_\_ Saxophone

Band Member		Good Band Member	
____ 1	____ 10	____ 18	____ 27
____ 3	____ 12	____ 22	____ 32
____ 5	____ 13	____ 24	____ 35
____ 8	____ 15	____ 25	____ 37
____ Staff Chant (memory)	____ 17	____ 26	____ G Scale (1-octave)

Excellent Band Member		Superior Band Member	
____ 38	____ 47	____ 61	____ 77
____ 40	____ 52	____ 68	____ 83
____ 41	____ 55	____ 72	____ 84
____ 43	____ 59	____ 74	____ 90
____ 44	____ D Scale (1-octave)	____ A Scale (1-octave)	____ E Scale (1-octave)

Outstanding Band Member			
____ 91	____ 104	____ 117a	____ Chrom. (1-octave)
____ 92	____ 108	____ B Scale (1-octave)	____ 126
____ 100	____ Bb Scale (1-octave)	____ 123	____ 130
____ Solo	____ 111a	____ 124	<i>Congratulations!</i>

- Music Literacy
  - Comprehensive instruction on rhythm, staff notation, piano/keyboard, and vocabulary
  - Recommend teaching literacy components ahead of the method book
  - Bridging the gap vs. checking the box
  - Consistency in literacy lessons

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Lesson 1E**

**Introducing Quarter Notes & Quarter Rests**  
Write the counting below each note.  
(Tip: You can practice counting or clapping each line to strengthen your rhythm between lessons.)

1 2 3 4 1 2 3 4 1 2 3 4

**Reading the Treble and Bass Clef**  
Write the note name below each note.

**Identifying the Home Keys**  
Write the name of the home key in question in the blank below each keyboard.

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Lesson 2**

**Introducing Half Notes & Half Rests**  
Write the counting below each measure.  
(Tip: You can practice counting or clapping each line to strengthen your rhythm between lessons.)

1 2 3 4 1 2 3 4

**Identifying the Natural Keys**  
Write the name of the natural key in question in the blank below each keyboard.

**Vocabulary**  
Match the vocabulary term with the correct definition by writing the multiple choice answers inside the blank circles.

A Staff  
B Measure  
C Clef  
D Bar Line  
E Final Bar Line

The space between two bar lines  
A set of five lines and four spaces for writing music  
A line that divides the staff into measures  
A symbol that defines the pitch range for the staff  
A special bar line used at the end of the music

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## Step 2: Formulating Their Own Achievement Goals

- Motivation
  - Utilizing extrinsic motivators such ribbons, stickers, parties, or trips
  - It is our job to cultivate their intrinsic motivation over time
  - The line between extrinsic and intrinsic motivation can be unclear



- Competition
  - Foster healthy competition through your processes
  - When using “chairs,” have a transparent process students can understand
  - Approach the band placement process with transparency
  - Be observant of negative competitive behaviors and address without shaming

### **Step 3: Self-Diagnosing and Overcoming Challenges**

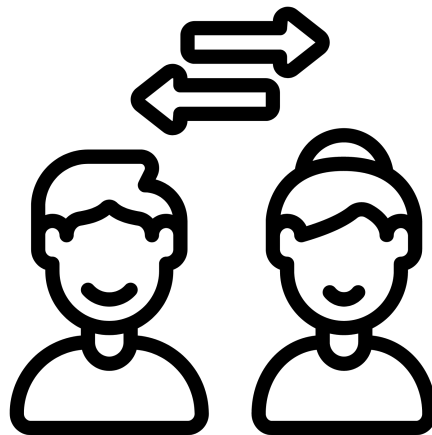
- Self-Diagnosis
  - Build critical listeners from day one
  - “Ya’ll gather ‘round” teaching moments
  - Teach students to be their own musical detectives
  - Demonstrate how to initiate trial and error
  - Model that it’s OK when you don’t know the solution immediately
- Toolbox
  - Every child has an imaginary toolbox that we must fill
  - Teach “tools” in class and have everyone place them in their imaginary toolbox
  - Regularly engage in conversation in class about which tools to use and why
  - Toolboxes will look different for a 6th grader versus an 8th grader



- Perseverance
  - Model perseverance for your students
  - Hold discussion about grit
  - Teach them coping skills and when to break or “call it a day”

#### **Step 4 - Utilizing resources**

- Fingering Chart
  - Laminate or print on cardstock
  - Allow them to place the fingering chart somewhere easily accessible
  - Teach them how to use the fingering chart and informally assess their ability
- Music Literacy Documents & Knowledge
  - Guide them to reference music literacy documents and/or knowledge
  - Connect the dots from their music literacy knowledge to what they are learning
- Peers
  - Regularly engage students in discussions about peer tutoring
  - Kid-to-kid teaching can be more effective at times than teacher-to-kid
  - Classrooms with healthy competitive atmospheres are more likely to peer tutor



## **Step 5 - Evaluating Outcomes**

- Achievement
  - Celebrate student achievement at every level
  - Assist students in reflecting on how they were able to reach their goal
  - Eliminating misconceptions about talent (check out “The Talent Code” by Daniel Coyle)
  - “Just because someone else is good doesn’t mean you’re not”
  
- Failure & Disappointment
  - Reframe failure in the minds of your students
  - Failure is not the complete loss of outcome
  - Failure means you fell short of your desired goal
  - Disappointment is natural and proportional to distance between expectation and outcome

## **Step 6 - Repeat**

- Re-engage
  - Formulate your next achievement goal
  - Diagnose and overcome challenges
  - Utilize resources
  - Evaluate your outcomes
  - Discuss having the perseverance to continually re-engage and start anew