Steps to Build a Complete Band Program

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Taylor Schmidt

Director of Bands

DRCSS

Definition

How would you define a complete band program?

*‘A complete band program must include a* positive relationship *between* all people *involved in music making. Level of music, needs of the school, needs of school admin and needs of the system must come* secondary *to needs of the students and their community*. Playing music must be enjoyable.’ Kevin Doell 2018

Four Pieces to the Puzzle

A Plan – Admin/Staff/Parent – You the Teacher – The Student

Piece #1 - A Plan

Mission - Your mission statement describes your overall purpose and objective.

Vision Statement - This is what your company aspires to be; which can be much different than what a company is (mission statement). When done right, your vision statement can and should help drive decisions and goals in your company.

Values (Day to Day) are what support the vision, shape the culture, and reflect what your company values.

Example

DRCSS 2010

Philosophy (Mission) - Students will work towards becoming a independent musician allowing them to use their musical ‘Toolbox’ that they have acquired during their time in the DR Band room to later on be able to practice, learn, and perform music on their own.

Participation in music also encourages initiative and leadership in the students. It also creates an appreciation and respect for the efforts of others, and assists students to develop a sense of responsibility to themselves and the group. The mental discipline and thought processes required in the study of music is applicable in all fields of endeavor.

**Objectives** (Steps to achieve Mission and Vision)

1. To make participation in instrumental music available to all students at the DRCSS.

2. To develop musical experience that enhance students overall educational experiences.

3. To provide a suitable background in music instruction for those students who choose to continue music after graduation.

4. To develop a life-long appreciation for music and continuation of musical activities. (Vision)

Expectations

Playing Expectations for ALL

The following playing expectations are laid out for all DRCSS band students (Gr 9, 10, 11, 12) to understand what is expected of them playing wise and to allow them to participate and enjoy band class.

*It is expected and the responsibility of the students to know or be progressing on the following playing skills:*

*Reading Notes*

*Instrument Fingerings*

*Reading Dynamics*

*Reading MOST Rhythms*

*Time (Accountability)*

*Proper tone production*

These skills have been taught, and will be continued to be taught, during their first couple years of instruction. The only way to master these skills is to work and listen in class and of course PRACTICE, PRACTICE, and PRACTICE!!!

Once these skills have been mastered a student is able to be engaged, participate, contribute, and enjoy class.

**When you come to REHEARSAL you don’t come to learn your part. You come to learn EVERYONE ELSE’S PART.**

Keystone Habit

LISTENING

A Keystone Habit is something that students need to introduce into their rehearsal technique that unintentionally carries over into improving the whole ensemble.

*LISTENING to yourself*

*LISTENING across the room*

*LISTENING down the ensemble to BALANCE*

*LISTENING to your neighbors to BLEND and TUNE*

BAND ROOM ATTITUDE/MOTTO

*STEP 1: ‘Do or Do Not, There is no Try’ Yoda*

Mentally approach all challenges with the attitude that you are going to ‘Do’ them. You may surprise yourself

*STEP 2: If you’re not struggling, you’re not learning!*

*Bill Kristjanson*

Being able to reflect on one’s own failure, prepare for your next attempt, and a willingness to work hard will do wonders.

*STEP 3: We are what we repeatedly do. Excellence, therefore, is not an act but a HABIT. Aristotle*

Result: ‘WORDS prove who you want to be, your ACTIONS prove who you are!’

**Piece #2 – Admin/Staff/Parents**

**Admin** – it’s all about the numbers.

**Staff** – it’s all about the extracurricular.

**Parents** – it’s all about their kid.

**Piece #3 – You The Teacher**

Who was your favorite teacher?

Why were they your favorite teacher?

Book – What Great Teachers Do Differently 17 Things That Matter Most

 by Todd Whitaker, Second Edition

17 Things Great Teachers Do Differently

1. Build strong relationships with students and parents.

2. Have a plan and purpose for everything they do.

3. Always ask “what will others think?”

4. Establish clear expectations at the start of the year and follow

them consistently.

5. Focus on the real issues of student learning.

6. Focus on the Students first.

7. Manage their classrooms thoughtfully.

8. Manage disruptive behavior with respect.

9. It’s people, not programs that determine the quality of a school.

10. Have empathy for their students

11. Care about their students

12. Strive to get better.

13. Create a positive atmosphere and treat everyone with respect.

14. De-escalate negative behavior.

15. Consistently have a positive attitude.

16. Have high expectations for all

17. Treat everyone like they are a “good person”

Piece #4 – The Student

MMS Grade 8 Notes

1. I want to talk to you today about Band as an option at the high school. Now just to see what everyone is thinking right now, **POLL THEM**.
2. I want to try and cover as many questions you might have about the program and clear up any rumours or assumptions you might have.
3. Everyone joins band for a reason, learn an instrument, friends, easy grade, good music, travel, maybe even want to pursue music later on.
4. Today I am hoping that I will provide at least **one reason** for all you to join band, and then if there are any questions feel free to ask at any time.
5. I have some info I want you to take home, but we’ll hand it out after class, but I am pretty much going to go through it.
6. **Reason 1** - Joining band to get the benefits of band; learning an instrument, being a part of a team, it has been proven to help in other classes. Objectives – see sheet (**Concert no uniforms**)
7. **Reason 2** - Band Trips – BU School of Music, Brandon Jazz Festival, Moose Jaw, Bismarck, Edmonton. – longer you stay the farther you go and the longer you stay there.
8. **Reason 3** - In Class stuff – 75 minutes class, play a lot, Method Books you keep, friends are in band.
9. **Reason 4** - Jazz Band – Junior Jazz– twice a week in the morning Monday and Wednesday and is a for credit. Junior everyone is welcome Senior Jazz is auditioned group.
10. **Reason 5** – Easy grade and credit – **NO PRACTICE SHEETS**, some playing test, theory, concerts, reflection – most of my students grades right now because they attending class, coming prepared, trying in class, best effort, and handing stuff in **95 and up**. Credit system in high school 30 credits. 5 Core = 20 Credits – 4 from band or 8 from band.
11. **Reason 6 –** Scheduled opposite of gym all year round.
12. Whatever reason you joined band – we will do that in my class – we play – we travel- we have concerts – we have fun- try me out – you should really join band.
13. Really want to stress – Many other options in the high school awesome – but what you are doing right now for Mr. Bettner is going to get a half decent grade, credit, without homework, and changing something drastically.

A Complete Band Program by Jacquie Dawson

* Provides a place for everyone to receive a music education.
* Is inclusive, open, safe and inviting.
* Protects and supports creativity, identity, expression and diversity.
* Provides learning in language and skills, interpretation, creativity and culture.
* Provides students with an opportunity to construct their own learning.
* Provides students with a means of better understanding themselves, others and our world.
* Provides students with access to proper facilities, teachers, support staff and equipment to be successful.
* Is well supported and valued by the greater school community and local community.
* Reflects 21st century learning and culture.
* Gives students a voice.
* Exposes students to variety of modalities and forums through which to explore, create and perform music.

A Complete Band Program by Jacquie Dawson

* Teaches students to be reflective, to analyze and synthesize information.
* Teaches students to value and transfer skills and knowledge.
* Provides students the opportunity to explore music through other curricula.
* Empowers and inspires students.
* Teaches students about how they learn and work with others.
* Teaches students interpersonal skills, resilience and confidence.
* Provides students with a lifelong skill through which they can experience meaning and joy through music.

In Conclusion

Examples of connecting the four pieces and how they work together.

“SOMEONE WHO IS BUSIER THAN YOU IS RUNNING RIGHT NOW”