

# Balanced Instrumentation

On Purpose!



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## **I. Session Goals**

- 1 Identify benefits of balanced instrumentation
  - 1 Describe 'strategic planning' process
  - 1 Share strategies that work
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## **II. Benefits of Balanced Instrumentation**

- 1
  - 1
  - 1
  - 1
  - 1
- 

## **III. Strategic Planning**

WHY?

- 1 Improve Focus
- 1 Identify measurable results
- 1 Prioritize actions

## IV. Strategic Planning Process:

### Goals

What are we trying to accomplish?

### Objectives

How is success determined?

### Strategies

What to do to meet objectives

### Action Plan

What /When I How/ Who - Details

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## V. Sample Strategic Plan

Goal: Drive to Atlanta, GA

Objectives:

??? Fastest / Cheapest | Prettiest / Most interesting

Strategies:

Gather route information

Determine potential sites and attractions

Family discussion

Action Plan:

Dad Check map for mileage / routes

Mom Call AAA for suggestions

Dad Consult travel agent

Abby Go online to check sites | routes / etc

Mom Call friends family for suggestions

Meeting Discuss desires of family

Dad Prepare vehicle

## VI. Instrumentation Strategic Plan

### GOALS:

1. Increase student enjoyment by improved quality of program
2. Improve sound of middle & high school bands
3. Improve effectiveness of beginner recruitment
4. Achieve planned retention rate
- 5.
- 6.

### OBJECTIVE:

- Meet instrumentation targets (See addendum 1-3)
- o Beginner class
  - o Middle School
  - o High School

### STRATEGIES:

1. Convince & control
2. Develop materials and program
3. Create opportunities
4. Share goals & benefits
5. Increase exposure to color instruments
6. Expose band to successful programs
- 7.
- 8.
- 9.
- 10.

## ACTION PLAN:

Who

When

- o Beginner recruitment program
  - i. School music dealer assistance
  - ii. Try-outs
  - iii. Parent communication
  - iv. Motivate students
  - v. Parent rental meeting
- o Demonstrate instrumentation importance
  - i. Play examples
  - ii. Discuss benefits
  - iii. Share objective - flow chart
- o Switch opportunities
  - n Discuss needs with students
  - n Display and demonstrate instruments
  - n Lesson opportunities
  - n Recruit
- o Share goals
  - n Post large "FLOW CHART"
  - n Listen to recordings
  - n Show off success
  - n Point out scholarship potential
- o Expose to 'color' instruments
  - n Bring in performances / demonstrations
  - n Guest soloists
  - n High school student performances
- o Demonstrate success
  - n Go to concerts
  - n Share concerts
  - n Play recordings
  - n Listen to others at festival

## VII. Conclusion:

- n Planning is not doing, but it's a good start
- n Doing things right vs doing right things
- n Who to ask for help

***Thank you for being a music teacher***

# Band Instrumentation Samples

|                 | Flute | Oboe | Bsn. | Clar. | Bass Cl | Contra | Alto Sax | Tenor S | Baris S | Tpt. | Horn | Tbn | Euph | Tuba | Perc. | TOTAL |
|-----------------|-------|------|------|-------|---------|--------|----------|---------|---------|------|------|-----|------|------|-------|-------|
| Smaller Band 35 | 4     | 1    | 1    | 6     | 1       |        | 2        | 1       | 1       | 5    | 3    | 3   | 1    | 2    | 4     | 35    |
| Medium Band 70  | 8     | 2    | 2    | 12    | 2       | 1      | 4        | 2       | 1       | 10   | 6    | 6   | 2    | 4    | 8     | 70    |
| Larger Band 100 | 12    | 2    | 2    | 18    | 3       | 1      | 6        | 4       | 2       | 15   | 8    | 8   | 3    | 6    | 10    | 100   |
| Your Ideal Band |       |      |      |       |         |        |          |         |         |      |      |     |      |      |       |       |

# Band Instrumentation Flow Chart

| Grade Level       | Flute | Oboe | Bssn. | Clar. | Bass Cl | Contra | Alto Sax | Tenor S | Bari S | Tpt. | Horn | Tbn | Euph | Tuba | Perc. |     |
|-------------------|-------|------|-------|-------|---------|--------|----------|---------|--------|------|------|-----|------|------|-------|-----|
| 5th Grade         | 16    |      |       | 22    |         |        | 10       |         |        |      | 4    | 8   | 3    |      | 6     | 85  |
| 6th Grade         | 12    |      |       | 16    |         |        | 6        |         |        |      | 4    | 6   | 3    |      | 6     | 65  |
| 7th Grade         | 10    | 1    | 1     | 10    | 1       |        | 4        | 1       |        |      | 4    | 4   | 2    | 4    | 5     | 57  |
| 8th Grade         | 8     | 1    | 1     | 8     | 1       |        | 3        | 1       | 1      |      | 4    | 4   | 2    | 3    | 5     | 50  |
| Freshman          | 5     | 0    | 1     | 6     |         |        | 2        | 1       |        |      | 3    | 3   | 1    | 2    | 4     | 34  |
| Sophomore         | 3     | 1    | 0     | 5     | 1       |        | 2        | 1       | 1      |      | 2    | 2   | 1    | 2    | 3     | 28  |
| Junior            | 2     | 0    | 1     | 4     | 1       | 1      | 1        | 1       |        |      | 2    | 2   | 1    | 1    | 2     | 22  |
| Senior            | 2     | 1    | 0     | 3     | 1       |        | 1        | 1       | 1      |      | 1    | 1   |      | 1    | 1     | 16  |
| 4 Yr. High School | 12    | 2    | 2     | 18    | 3       | 1      | 6        | 4       | 2      | 15   | 8    | 8   | 3    | 6    | 10    | 100 |