

EYES UP! EARS OPEN!

Retaining More Members with Inspired Rehearsal Planning



<https://tinyurl.com/wendybauerreevesmusic>

Wendy Bauer Reeves
Music Educator, Band Director

Dublin City Schools
Sells Middle School
Coffman High School



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INSPIRED REHEARSAL PLANNING?

- Broadly educated students
 - Better instruction for All
- Better retention of concepts
- Better retention of students

The background is a vibrant red with a dynamic, flowing pattern of lighter red and white lines that create a sense of movement. Scattered throughout the background are several white musical notes, including eighth and sixteenth notes, some with stems and flags, adding a musical theme to the design.

Inspired Rehearsal Planning

WHY?

WHAT?

HOW?

The background is a vibrant red with flowing, wavy lines that create a sense of movement. Scattered throughout the background are several white musical notes, including eighth and sixteenth notes, adding a rhythmic and artistic touch to the design.

WHY?

National Standards for Ensembles

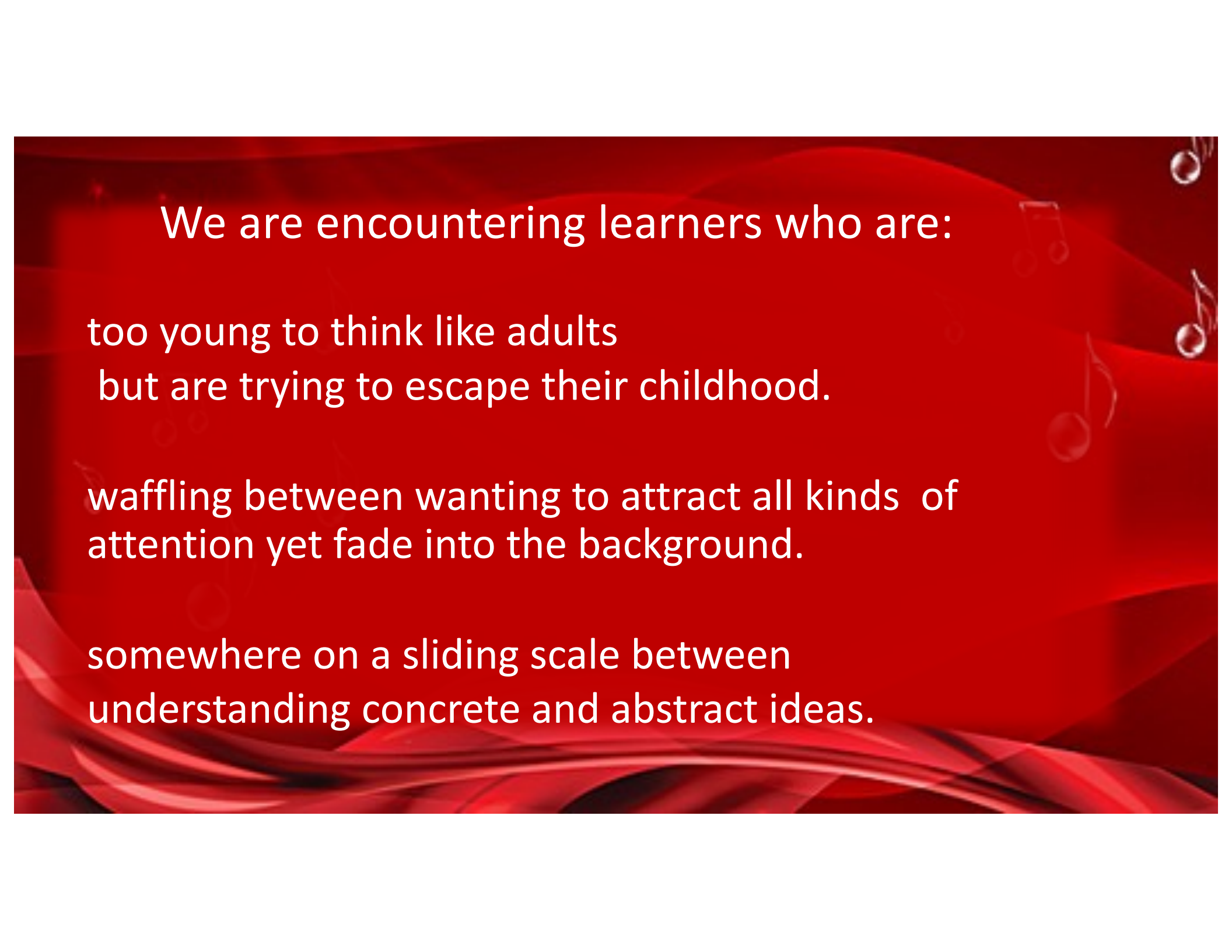
	Novice
	MU:Cn11.0.T.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

The background is a vibrant red with a dynamic, flowing pattern of lighter red and white lines that create a sense of movement. Scattered throughout the background are several white musical notes, including eighth and sixteenth notes, some with stems and flags, and a few circular motifs that resemble musical notes or ornaments.

Teaching music
comprehensively
is better for our students
because it fosters a lifelong
understanding of music.

The background is a vibrant red with a dynamic, wavy pattern. Scattered throughout are several white musical notes, including eighth and sixteenth notes, some with stems and flags. The overall effect is energetic and artistic.

Who is our
audience??

The background is a vibrant red with a dynamic, flowing pattern of lighter red and white lines that create a sense of movement. Scattered across the upper right portion are several white musical notes, including eighth and sixteenth notes, adding a rhythmic and artistic touch to the design.

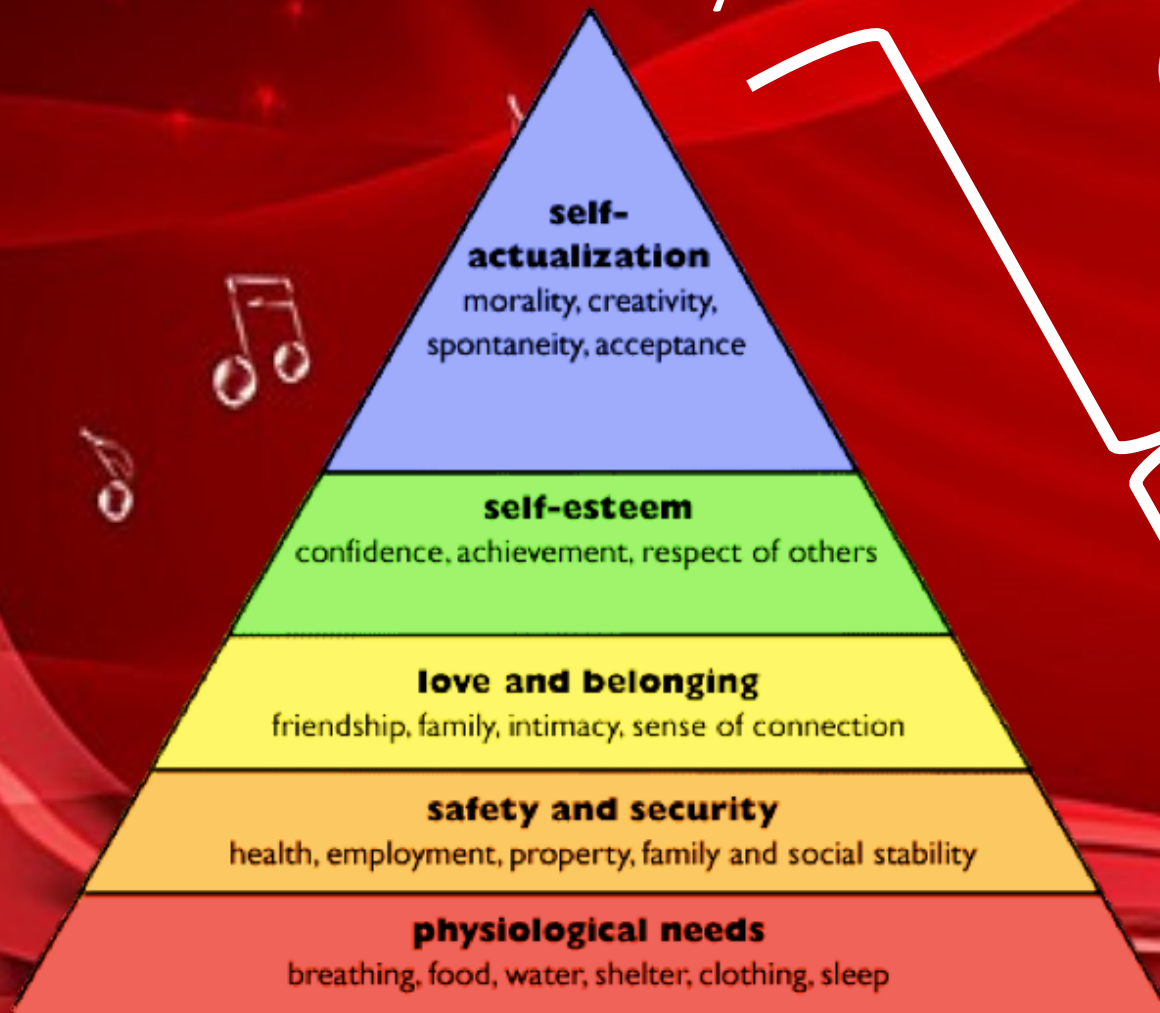
We are encountering learners who are:

too young to think like adults
but are trying to escape their childhood.

waffling between wanting to attract all kinds of
attention yet fade into the background.

somewhere on a sliding scale between
understanding concrete and abstract ideas.

Maslow's Hierarchy of Needs



Caring

Fairness

Honesty

Relevance

Authenticity

Choice

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Current Education Trends:

Collaboration

Frequent and Consistent Feedback

Frequent Questioning

The problem is.....

Finding Balance

Rehearsal
Management

Student
Engagement



Average Attention Span



Pacing

Beginning

Middle

End



Engaging Rehearsal

S
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R
E
W
A
R
D

Caring

Fairness

Honesty

Engaging Rehearsal

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Skill

Challenge

Reward

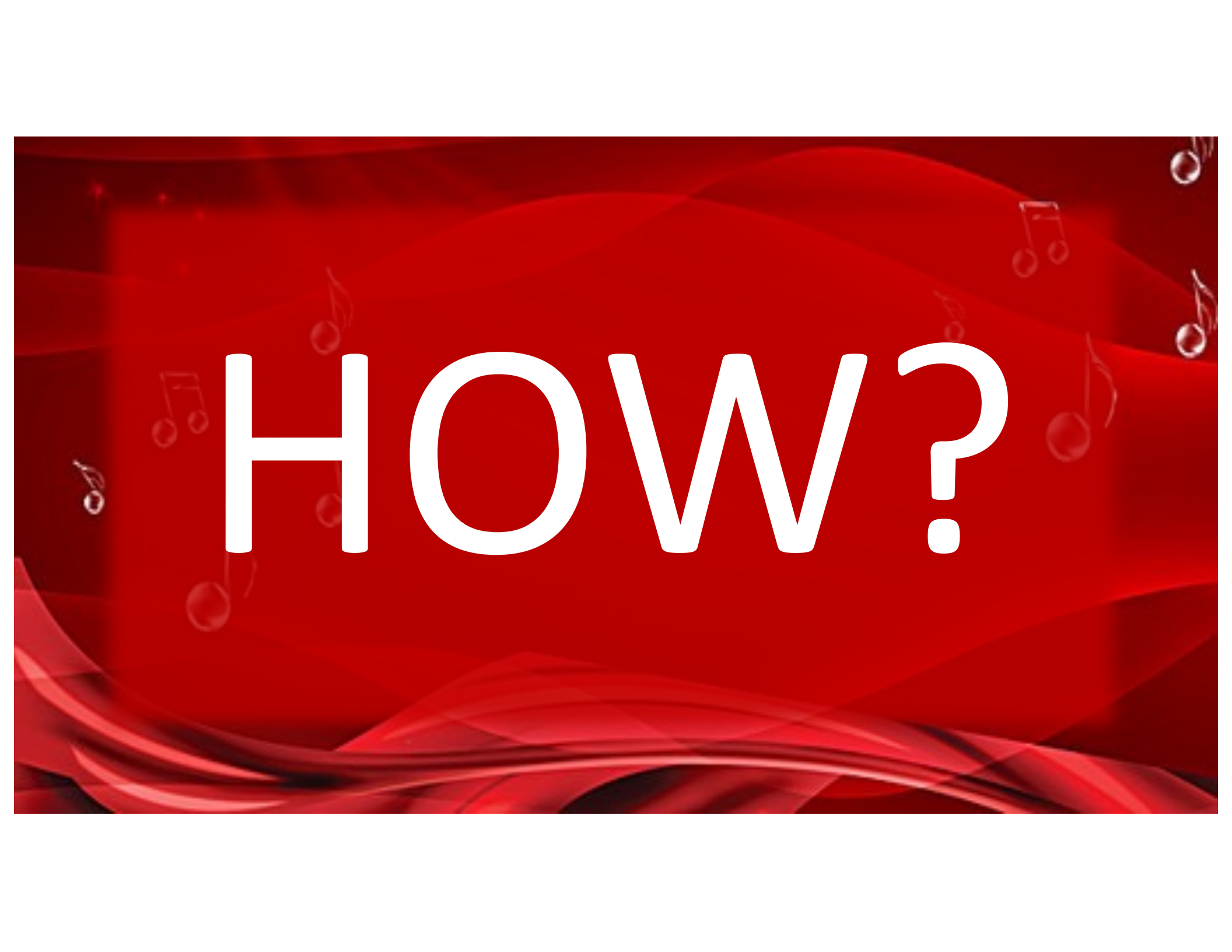
Relevance

Authenticity

Choice

The background is a vibrant red with a dynamic, flowing pattern of lighter red and white lines that create a sense of movement. Scattered throughout the background are several white musical notes and stems, adding to the theme of music and technology.

Because of the technology
available to us in our classrooms,
we have the opportunity
to increase the content of our
rehearsals without sacrificing
any performance concepts!

The image features a vibrant red background with a wavy, liquid-like texture. Scattered throughout are several white musical notes, including eighth and sixteenth notes, some with stems. The word "HOW?" is prominently displayed in the center in a large, white, sans-serif font.

HOW?

Lesson Organization--Year Long Plan

2011/12 Date	WEEK	GRADE 8	WEEK	GRADE 7	WEEK	GRADE 6	WEEK	Percussion 7
8/24	Week 1	Handbook, HS band music for 8th grade night	Week 1	Handbook Book 1 review	Week 1	Handbook	Week 1	Handbook
8/29	Week 2	HS band music for 8th grade night	Week 2	Finish book 1	Week 2	Organizational tasks (labels, lockers, etc.)	Week 2	Mallet Unit
9/5	Week 3		Week 3		Week 3	Theory review posture, breathing	Week 3	
9/12	Week 4		Week 4		Week 4	Buzzing, tonguing, reeds on mouthpieces,	Week 4	
		8TH GRADE NIGHT AT HS FOOTBALL GAME				assembly, notes by rote, first sound cleaning, disassembly		Snare Unit 1
9/19	Week 5	Chorales, sight reading Patriotic music unit Conducting unit	Week 5	Begin Book 2	Week 5		Week 5	
9/26	Week 6		Week 6		Week 6	Bk. 1, Pages 4 -7	Week 6	
10/3	Week 7		Week 7		Week 7		Week 7	
10/10	Week 8		Week 8		Week 8		Week 8	Assessory Unit (Vic Firth videos, Clinician
10/17	Week 9		Week 9		Week 9		Week 9	
10/24	Week 10	Patriotic Music	Week 10		Week 10		Week 10	



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8/24	Week 1	Handbook, HS band music for 8th grade night	Week 1	Handbook Book 1 review	Week 1			
8/29	Week 2		Week 2		Week 2			
9/5	Week 3	HS band music for 8th grade night	Week 3		Week 3			
9/12	Week 4	8TH GRADE NIGHT AT HS FOOTBALL GAME	Week 4	Finish book 1	Week 4	9/19	Week 5	
9/19	Week 5		Week 5		Week 5	9/26	Week 6	Chorales, sight reading Patriotic music unit
9/26	Week 6	Chorales, sight reading Patriotic music unit	Week 6		Week 6	10/3	Week 7	Conducting unit
10/3	Week 7	Conducting unit	Week 7		Week 7	10/10	Week 8	
10/10	Week 8		Week 8	Begin Book 2	Week 8			
10/17	Week 9		Week 9		Week 9			
10/24	Week 10	Patriotic Music	Week 10		Week 10			



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Lesson Organization

A/B	Day	Date	TO DO	BAND 7/ 8:43-9:48, 1:31-2:21	BAND 8/ 9:40-10:30, 2:33-3:23	BAND 6/ 11:37-12:27, 12:29 - 1:19
A	M o n d a y		Band fund fundraisers (Applebees, Bob Evans, Five Guys?) Recruiting stuff			
B	T u e s d a y	1/30	Band fund fundraisers (Applebees, Bob Evans, Five Guys?) Recruiting stuff Pay Bills Read assessment Band calendar	WU: #20-23 Divide up - Brass first to chamber groups Lesson: #32-37 (cut-time) Switch half-way.	HS Band event tonight!! Book 1 review	
A	W e d n e s d a y	1/31		Percussion: Chamber music	WU - Page 22 and 23 *Elaine to hear marches 2nd period -10:00	es
B	T h u r s d a y	2/1	Jazz band	WU - #20-23 Divide in to chamber groups (brass first) (W) Lesson: #40-43 (syncopation) (Taylor)	Jazz Band - new music Blues Walk	es
A	F r i d a y	2/3		WU - #20-23 Divide in to chamber groups (brass first) (W) Lesson: #444??? (Taylor)	WU - pages 24 and 25 Brass in band - Wendy teach March Woodwinds in chamber group -Taylor facilitate	



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Lesson Organization— Planning in Reverse

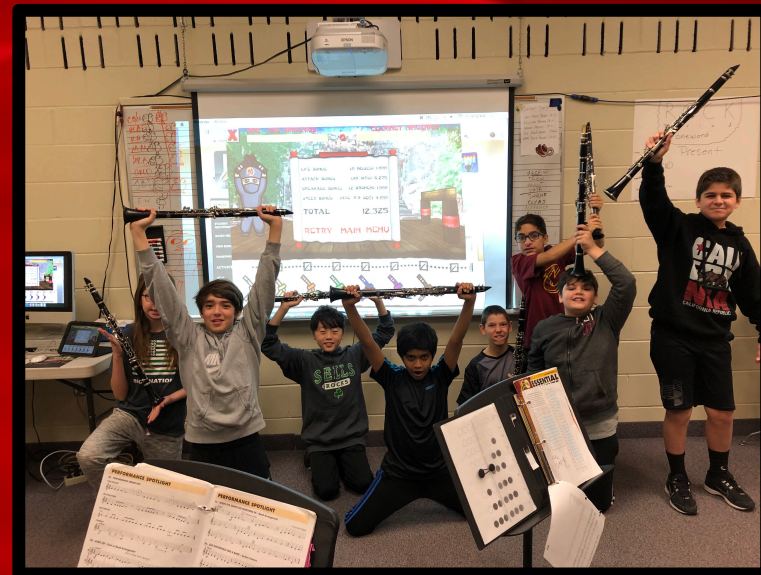
Tuesday, October 5, 2021	B							
Wednesday, October 6, 2021	A							
Thursday, October 7, 2021	B							
Friday, October 8, 2021	A							
Monday, October 11, 2021	B							
Tuesday, October 12, 2021	A							
Wednesday, October 13, 2021	B							
Thursday, October 14, 2021	A							
Monday, October 18, 2021	B							
Tuesday, October 19, 2021	A							
Wednesday, October 20, 2021	B							
Thursday, October 21, 2021	A							
Friday, October 22, 2021	B							

Date	Day	WW6	BR 6	NINGELIUS Band 8	Beginners 7
Monday, October 11, 2021	B		FWU #1, INTRO #25, REV. #18	NAW HWU #5 TETIMER ANALYSIS	
Tuesday, October 12, 2021	A	FWU #1, INTRO #25, REV. #18		FWU #1, S+S G-TEND. AMERICA	NINGELIUS, FLUTE
Wednesday, October 13, 2021	B		FWU #1, #25 #23 NOTES/SR	*ARMED FORCE	INTRO #25
Thursday, October 14, 2021	A	FWU #1, #25 #23 NOTES/SR		*TESTING	FWU #1, #25
Monday, October 18, 2021	B			FWU #2, S+S E-LF: HB	#23 NOTES/SR

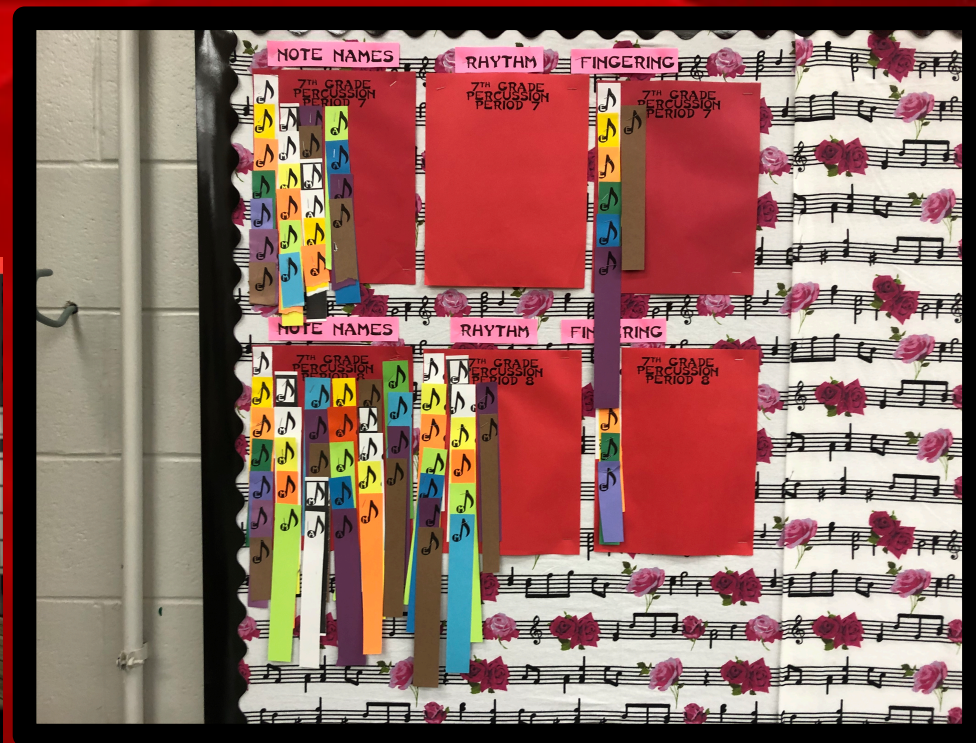
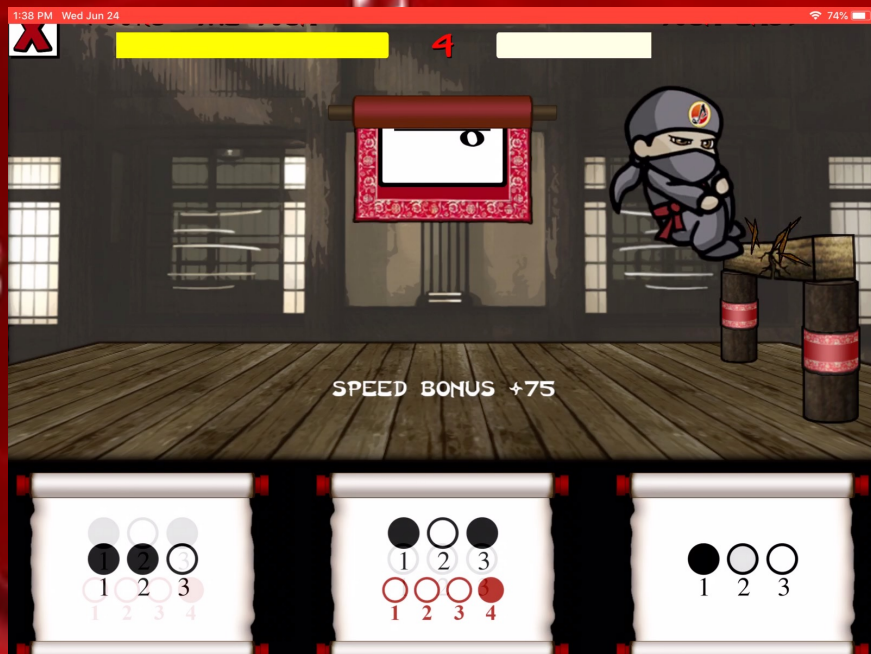


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Ningenius



Ningenius



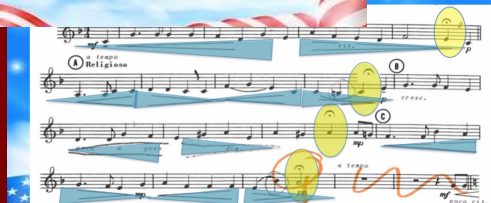
TONAL ENERGY TUNER



Developing Slides

Welcome!
QUIET FOCUSED START
We will warm up and tune together
Unpack but do not play

NAVY HYMN
STARS AND STRIPES (BREAK STRAIN ONLY)
OVER THERE



The Navy Hymn

Eternal Father, strong to save,
Whose arm hath bound the restless wave,
Who bids the mighty ocean deep
Its own appointed limits keep;
O hear us when we cry to Thee
For those in peril on the sea.

STARS AND STRIPES (break strain)



To support the
strain, every s
transposed. V
We also all lea

STARS AND STRIPES

Every time the people hear the bell of freedom
calling calling calling one and all
Every living patriotic citizen will
Answer answer answer freedom's call
Everywhere the bold and gallant souls come forth
to bear the cross of duty
Rising up as one to fight and die behind
the flag of freedom's beauty
Patriotic hearts will falter never

following the
Marching to the ques
the free

VETERAN'S DAY PERFORMANCE

Monday, Nov. 12, around 10:45-noon.
Wear: R, W, B top, pants (not shorts)
If the weather is OK, we will be at the
Veteran's Memorial behind the library.
If the weather is bad,
we will be in the gym.

Prepare for both by bringi

Dignified. Calm.
Respectful. Courteous.
Reverent. Admiring.
Humble. Thankful.

NAVY, MARCHES, AMERICA
STARS AND STRIPES, OVER THERE ,

Developing Slides

- a huge time-saver
- a classroom management
- a tool for getting the students eyes out of the stands
- a visually appealing presentation for today's kids
- the greatest performers of our musical world into our classrooms without missing a beat!
- a tool for keeping me on track in my rehearsals!

Director SKILLS:

1. SET UP A SLIDE SHOW (POWERPOINT, KEYNOTE, GOOGLE SLIDES)
2. SCAN THE MUSIC
3. TAKE A SCREEN SHOT
4. LINK A VIDEO OR SOUNDFILE
5. USE THE INTERNET TO SEARCH

STUDENT NEEDS:

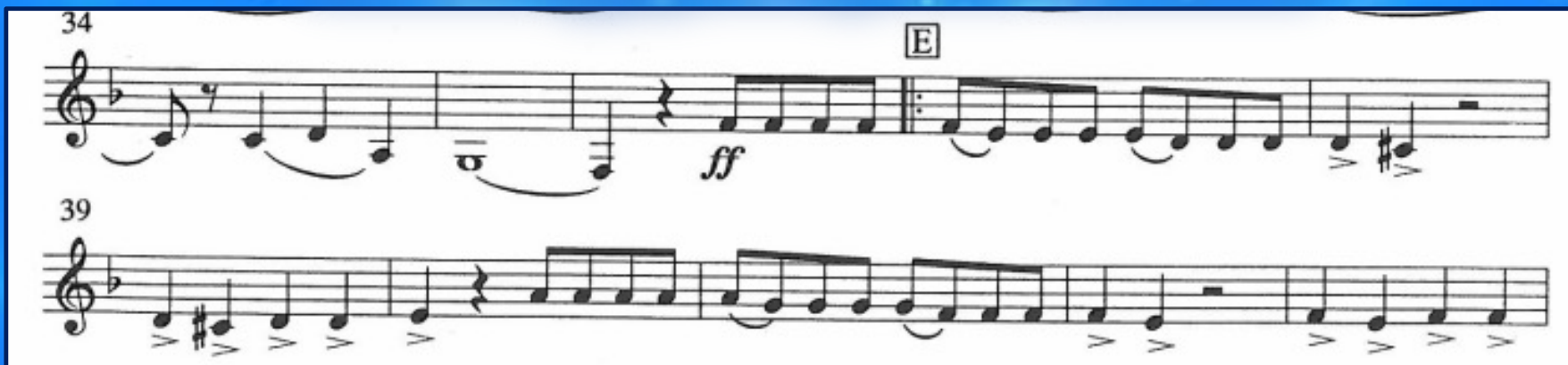
1. PENCIL, 2 COLORED PENCILS, 2 HIGHLIGHTERS IN THEIR FOLDERS usually in a PENCIL POUCH
2. METHOD BOOK, MUSIC, SCALE SHEETS, FINGERING CHART, ETC.
3. TIMELINE
4. LISTENING LOG
5. WORLD MAP

Appropriate Greeting

WELCOME!
TODAY WE WILL:
GET SEATED AND UNPACK
WARM-UP QUIETLY

Chop Builder
Upper Register Review
Grenadilla Gorilla Jumps

Challenge, Skill, and Reward



34

39

ff

E

This musical score shows two staves of music. The first staff begins at measure 34 and ends at measure 38. It features a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. The melody starts with a quarter rest, followed by a quarter note G4, a half note F#4, a quarter note E4, and a half note D4. A fermata is placed over the D4. The second staff begins at measure 39 and ends at measure 43. It also features a treble clef, a key signature of one flat, and a 4/4 time signature. The melody starts with a quarter note G4, a half note F#4, a quarter note E4, and a half note D4. A fermata is placed over the D4. The dynamic marking **ff** (fortissimo) is placed below the first staff. A box containing the letter **E** is placed above the first staff.

To support the teaching of the break strain, every student has the melody transposed. We all learn to play this. We also all learn to play the piccolo solo!

Stars and Stripes Piccolo Solo

tuba

Sousa



1

5

This musical score shows two staves of music. The first staff begins at measure 1 and ends at measure 4. It features a bass clef, a key signature of one flat (B-flat), and a 4/4 time signature. The melody starts with a quarter note G2, a half note F#2, a quarter note E2, and a half note D2. A fermata is placed over the D2. The second staff begins at measure 5 and ends at measure 8. It also features a bass clef, a key signature of one flat, and a 4/4 time signature. The melody starts with a quarter note G2, a half note F#2, a quarter note E2, and a half note D2. A fermata is placed over the D2. The dynamic marking **tr** (trill) is placed above the first staff. The number 1 is placed above the first staff. The number 5 is placed above the second staff.

STARS AND STRIPES

Every time the people hear the bell of freedom
calling calling calling one and all
Every living patriotic citizen will
Answer answer answer freedom's call
Everywhere the bold and gallant souls come forth
to bear the cross of duty
Rising up as one to fight and die behind
the flag of freedom's beauty
Patriotic hearts will falter never,
following the Stars and Stripes forever
Marching to the quest to east or west
to quell distress
the freed oppressed cry out:



PICK-UP NOTES

MEASURE #1

48. HIGH SCHOOL CADETS - March



John Philip Sousa



In the previous rehearsal, we worked on America, the Beautiful. Using a study copy of the score, the band highlighted and sang the melody using the vocal line, and then everyone rehearsed the melody from the melodic line form. Finally, we sightread measures #5-20. While I rehearsed individual sections, the students had 3 tasks to complete on their parts and the score

1. Number the measures on your part and the score.
2. Use one color to highlight your own part on the entire score. (horns and saxes are the same part)
3. Use another color to highlight the melody up to measure #20 (matches the vocal line)

Copyright issues. Email publisher, etc.

8

America, the Beautiful

with optional S.A. Chorus
(The chord arrangement is printed in a separate concert edition)

Samuel Ward
Arr. by John Kinyon

Maestoso

S.A. Chorus

Flute

Clarinet 1

Alto Sax.

Cornet 1

Low Brass and Woodwinds

Percussion

S.A.

Fl.

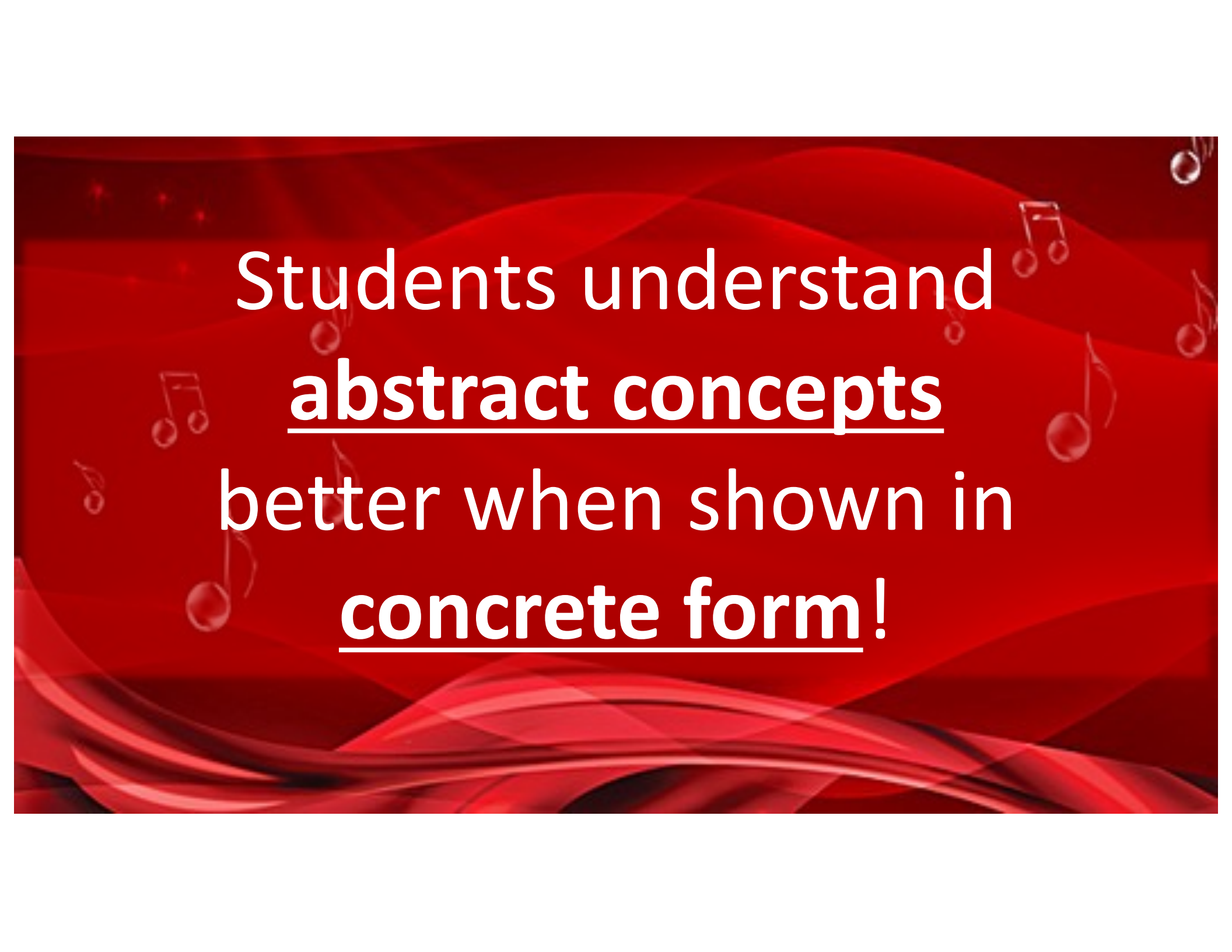
Cl.

A. Sax.

Corn.

Low Br. & W.W.

The image displays a musical score for the song 'America, the Beautiful'. It includes parts for S.A. Chorus, Flute, Clarinet 1, Alto Sax., Cornet 1, Low Brass and Woodwinds, and Percussion. The score is marked 'Maestoso' and includes the lyrics 'O - - - - -'. The vocal line is highlighted in red, and the instrumental parts are highlighted in green and yellow. The score is divided into two systems, with the first system showing measures 1-20 and the second system showing measures 21-40.

The background is a vibrant red with a dynamic, wavy pattern. Scattered throughout are several white musical notes, including eighth and sixteenth notes, some with stems and flags. The overall effect is energetic and artistic.

Students understand
abstract concepts
better when shown in
concrete form!

The key signature tells us all of the concert A's are flat!!

IRELAND



28. MOLLY MALONE

All gro

mf

f

Chorus

Irish Folk Song

A musical score for the song 'Molly Malone'. It consists of two staves of music. The first staff is marked 'All gro' and 'mf'. The second staff is marked 'f' and 'Chorus'. The key signature is one flat (B-flat). The tempo is 'All gro'. The dynamics are 'mf' and 'f'. The score is labeled '28. MOLLY MALONE' and 'Irish Folk Song'.

The key signature tells us THAT NOW all of the concert A's and E's are natural!

♭

♭

♭

● Screenshots of score images - Sparks, Brian Balmages



A screenshot of a musical score for the piece 'Sparks' by Brian Balmages. The score is displayed in a software interface with a yellow background. The tempo and mood are marked 'Allegro brillante (♩ = 124)'. The score is written for a woodwind and percussion ensemble. The instruments and their parts are: Flutes (1 and 2), Oboe, Bassoon, Clarinets (1 and 2), Bass Clarinet, Alto Saxophones (1 and 2), Vibraphone, and Timpani. The music is in 4/4 time and features a key signature of two flats. The score is divided into measures by vertical bar lines. The first measure of the Flutes part is highlighted in yellow. The Clarinets part is highlighted in red. The Alto Saxophones part is highlighted in blue. The Vibraphone part is highlighted in green. The Timpani part is highlighted in light blue. The score is presented in a clear, legible format with standard musical notation.

• Screenshots of score images



Melodic Line #2 with supporting rhythms, measures 50-56.

The image displays a musical score for measures 50-56. It consists of four staves. The first two staves are grouped together by a light blue background. The first staff is marked *mp* and contains a melodic line. The second staff is also marked *mp* and contains a supporting rhythmic line. The third and fourth staves continue the melodic and rhythmic patterns. The score is written in a standard musical notation style with a key signature of one flat and a time signature of 4/4.





Even in songs as simple as our school fight song, it is important that the students understand what is going on musically in the band.



**Dublin Coffman
Marching Band**



Melodic Line



Countermelody Line



Bass Line

Percussion Lines



**Dublin Coffman
Marching Band**

HANG ON SLOOPY

B♭ TRUMPET

Moderately slow rock $\text{♩} = 112$

Words and Music by
BERT RUSSELL and WES FARREI
Arranged by GERALD SEBESKY



FIINALLY the rest play!!

THEN the low guys start

FIRST the percussionists start

1 234

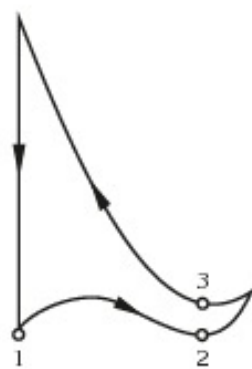
2 234

3 234

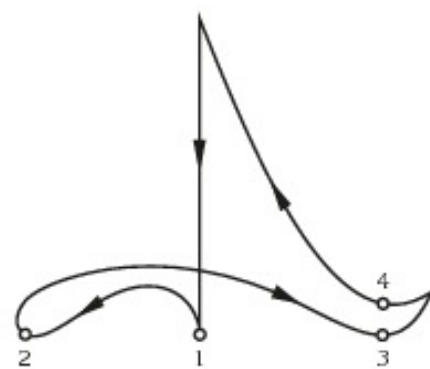
4 234



2
4



3
4



4
4

Session 1: The 4-Beat Pattern

with

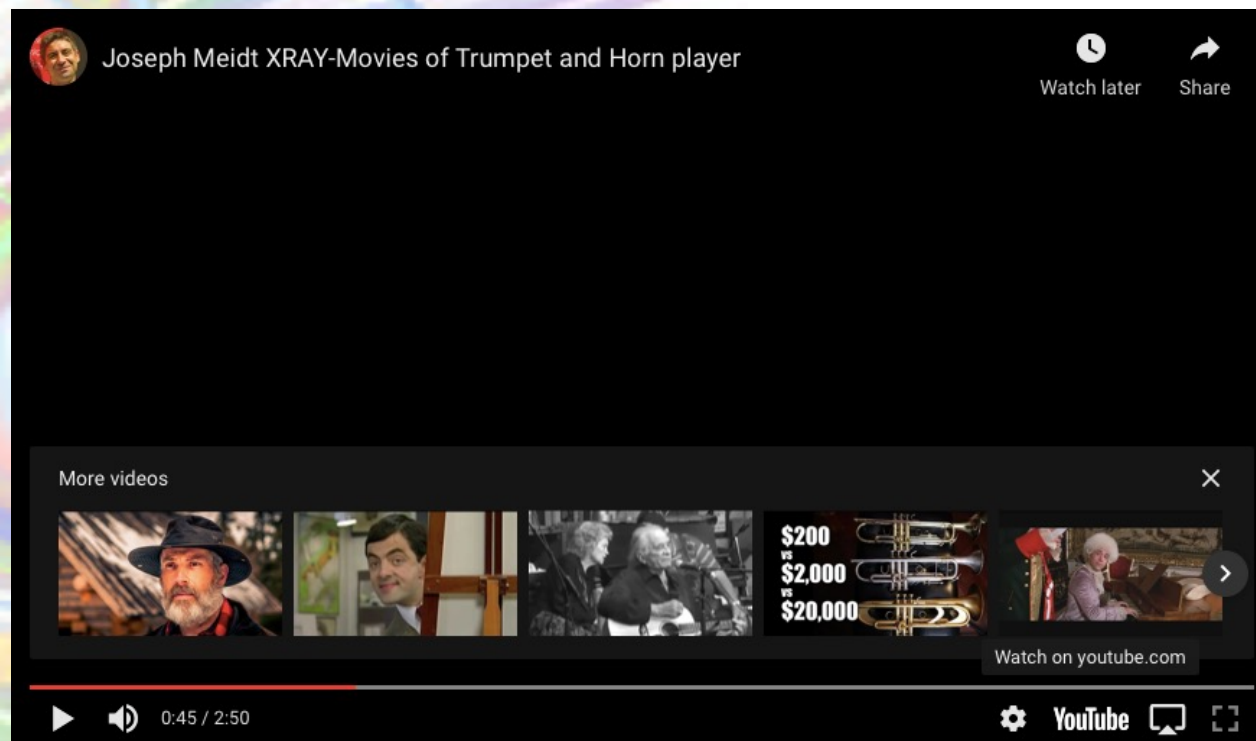
Dr. Deborah Sheldon, Host

and

Ms. Jeanette Soebbing, Conductor

From Measures of Success

Slide Example





2 beats per measure

Animations

46. RHYTHM RAP

Clap

$\frac{2}{4}$



♪ ⁂ gets one beat

15. TREADING LIGHTLY



16. SMOOTH MOVE



17. SHIFTING GEARS



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FLUTES /OBOES	CLARINETS	ALL SAXES /HORNS	TRUMPETS	LOW GUYS

The background is a vibrant red with flowing, wavy lines that create a sense of movement. Scattered throughout the background are several white musical notes, including eighth and sixteenth notes, some with stems and flags. The text is centered and reads:

Guest Artists In Our Band Rooms

A black and white photograph of Ella Fitzgerald is positioned on the left side of the image. She is wearing a long, dark, sequined gown and has a flower pinned to her shoulder. The background is a dark grey with a collage of various musical instruments, including trumpets, guitars, and violins, rendered in a lighter grey tone. The word "Example" is written in a large, black, sans-serif font in the upper right quadrant.

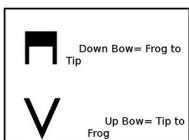
Example

A-Ticket, A Tasket

Ella Fitzgerald

ESSENTIAL ELEMENTS FOR STRINGS, BOOK 1

BY GETTING THE ETUDES UP IN FRONT OF THE CLASS, YOU KNOW THAT THE STUDENTS ARE LOOKING AT THE CONTENT YOU ARE TEACHING. IN THIS LESSON, THE TEACHER IS TEACHING PICK-UP NOTES AND SLURS, AND REVIEWING UP AND DOWN BOWS.



PICK-UP
NOTE

138. A-TISKET, A-TASKET

Allegro

MEASURE #1



Ella Fitzgerald

ESSENTIAL ELEMENTS FOR STRINGS, BOOK 1



Gustav

HISTORY



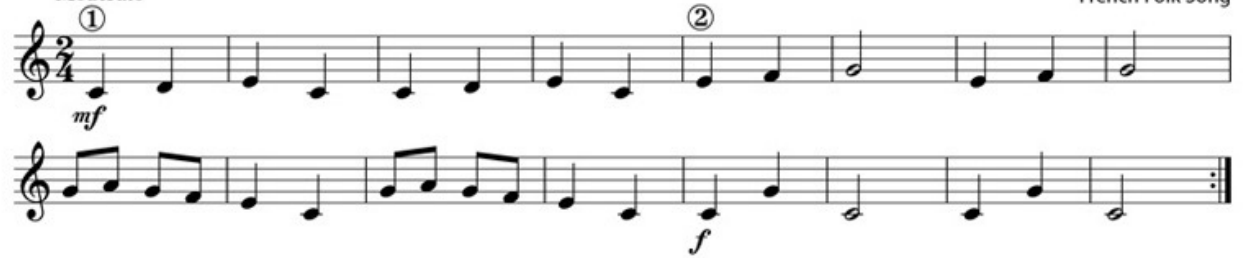
Gustav Mahler (1860 – 1911) was a composer and conductor of the late 19th and early 20th centuries. He spent time in New York conducting the Metropolitan Opera and the New York Philharmonic Orchestra. He is mainly known for his large symphonies (his *Symphony No. 8* uses over a thousand performers!).

MUSIC

54. FRÈRE JACQUES – Round (When group A reaches ②, group B begins at ①)

Moderato

French Folk Song

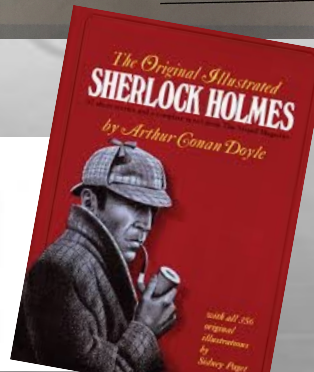
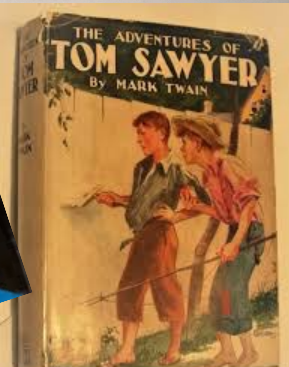
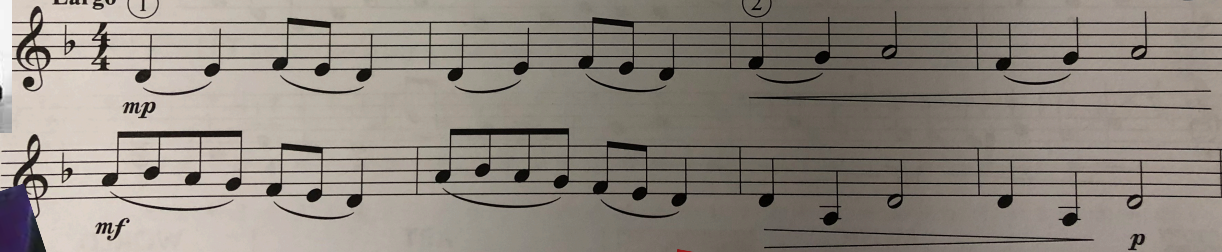


4.8 THEME FROM SYMPHONY NO. 1 – Round

Largo

Gustav Mahler

TRACK 2 39



Gustav Mahler



Jüdischer Friedhof - Lalau

Gustav Mahler - Autopsy of a Genius – 4 minutes total
Leonard Bernstein ([BURN-styne](#))
conductor of the New York Philharmonic, composer

Swing



Louis Armstrong

Second Line



Rebirth Brass Band





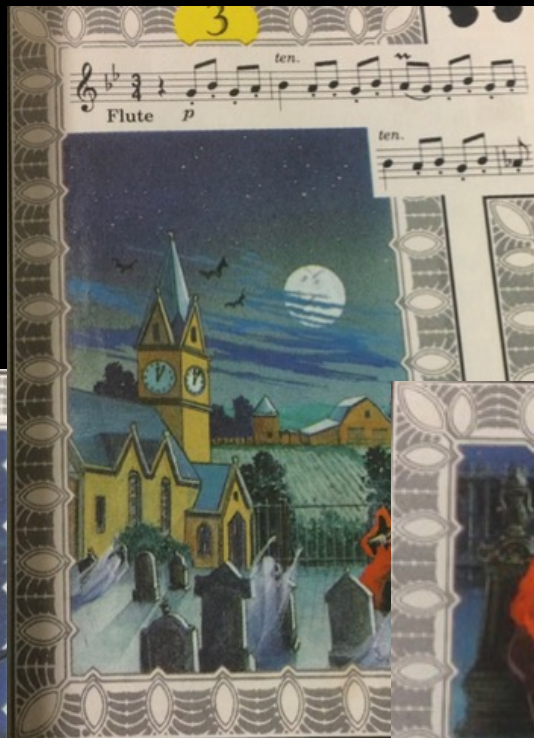
TODAY: HAPPY HALLOWEEEEEN!

DANSE MACABRE

Camille Saint-Saens

**Unpack silently, review chromatic scale
with fingering chart





4

A figure wearing a bright red hooded cloak is shown from the chest up, playing a violin. The figure's face is in shadow. The background shows a cemetery with tombstones under a night sky with a full moon. The scene is framed by a decorative border with a repeating oval pattern.

Solo Violin *f largamente*

57

The background is a vibrant red with a dynamic, wavy pattern. Scattered throughout are several white musical notes, including eighth and sixteenth notes, some with stems and flags. The text is centered and reads:

Engaged Learners
are
Retained Learners

The background is a vibrant red with flowing, wavy lines that create a sense of movement. Scattered throughout the background are several white musical notes, including eighth and sixteenth notes, adding a rhythmic and artistic touch to the design.

Retained Learners
Are
Lifelong Learners

Wendy Bauer Reeves
Music Educator, Band Director

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reeves_wendy@dublinschools.net



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