

EYES UP! EARS OPEN!

Retaining More Members with Inspired Rehearsal Planning



<https://tinyurl.com/wendybauerreevesmusic>

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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

Inspired Rehearsal Planning

WHY?

WHAT?

HOW?

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 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.

Enduring Understanding: The creative imagination is the source of new ideas and artistic expression.

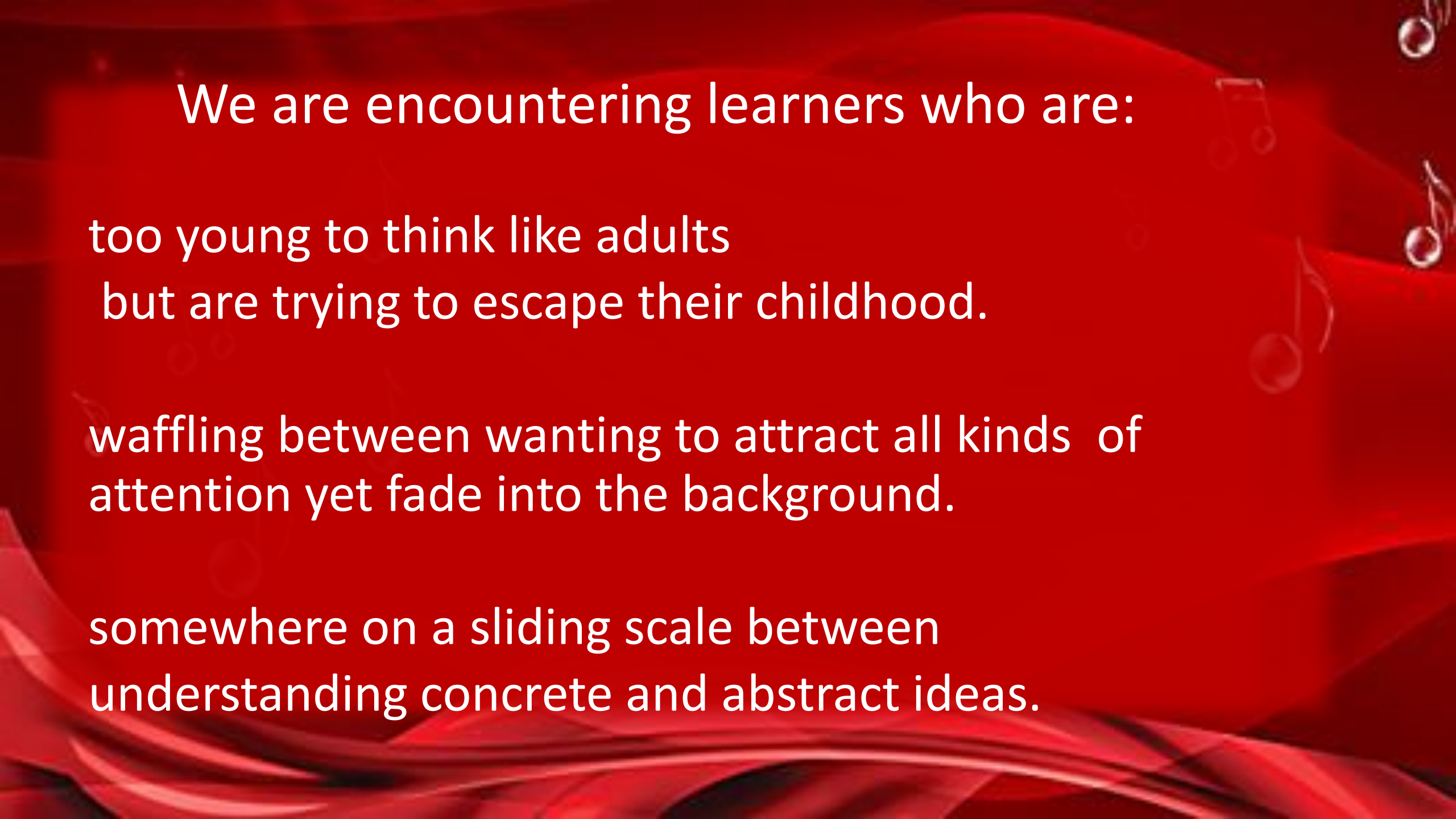
Novice
MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

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 to the musical theme.

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, abstract design. It features several musical notes of various sizes and styles, some with stems, scattered across the frame. Additionally, there are flowing, ribbon-like lines in shades of red and white that create a sense of movement and depth. The overall aesthetic is modern and artistic.

Who is our
audience??

The background is a vibrant red with a subtle, flowing texture. In the upper right corner, there are several white musical notes of varying sizes, some with stems, floating as if in a breeze.

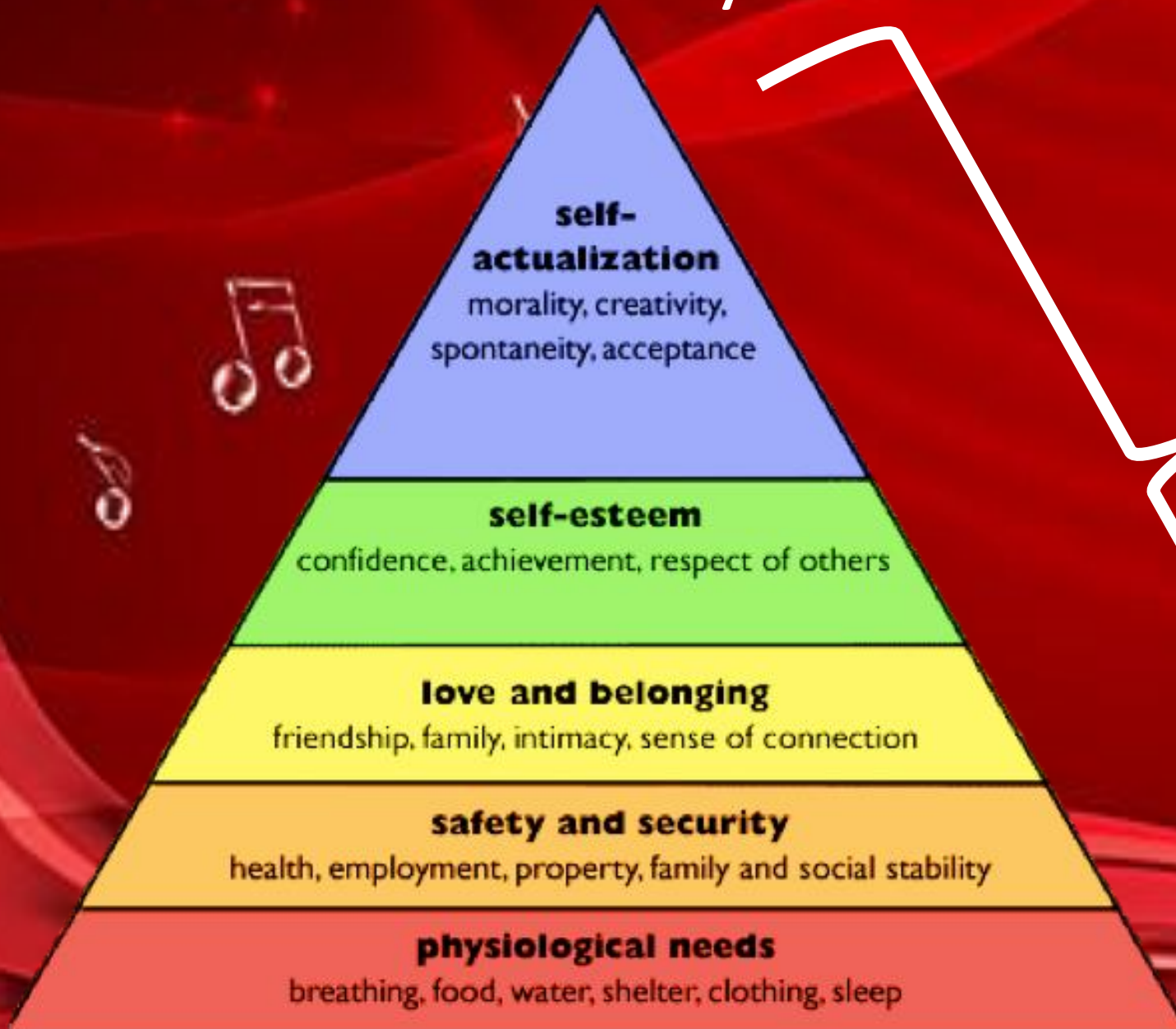
We are encountering learners who are:

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

Current Education Trends:

Collaboration

Frequent and Consistent Feedback

Frequent Questioning

The problem is.....

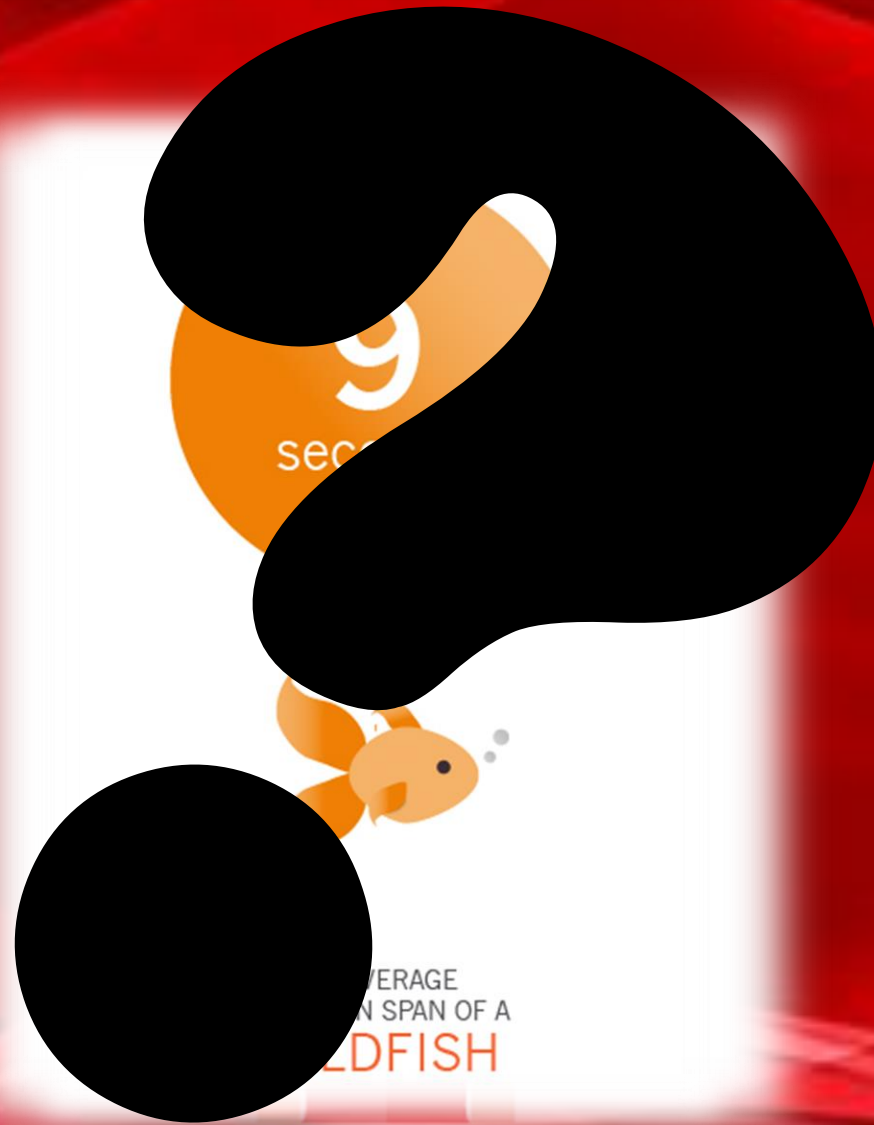
Finding Balance

Rehearsal
Management

Student
Engagement



Average Attention Span



Pacing

Beginning

Middle

End



Engaging Rehearsal

S
K
I
L
L

C
H
A
L
L
E
N
G
E

R
E
W
A
R
D

Caring

Fairness

Honesty



Skill

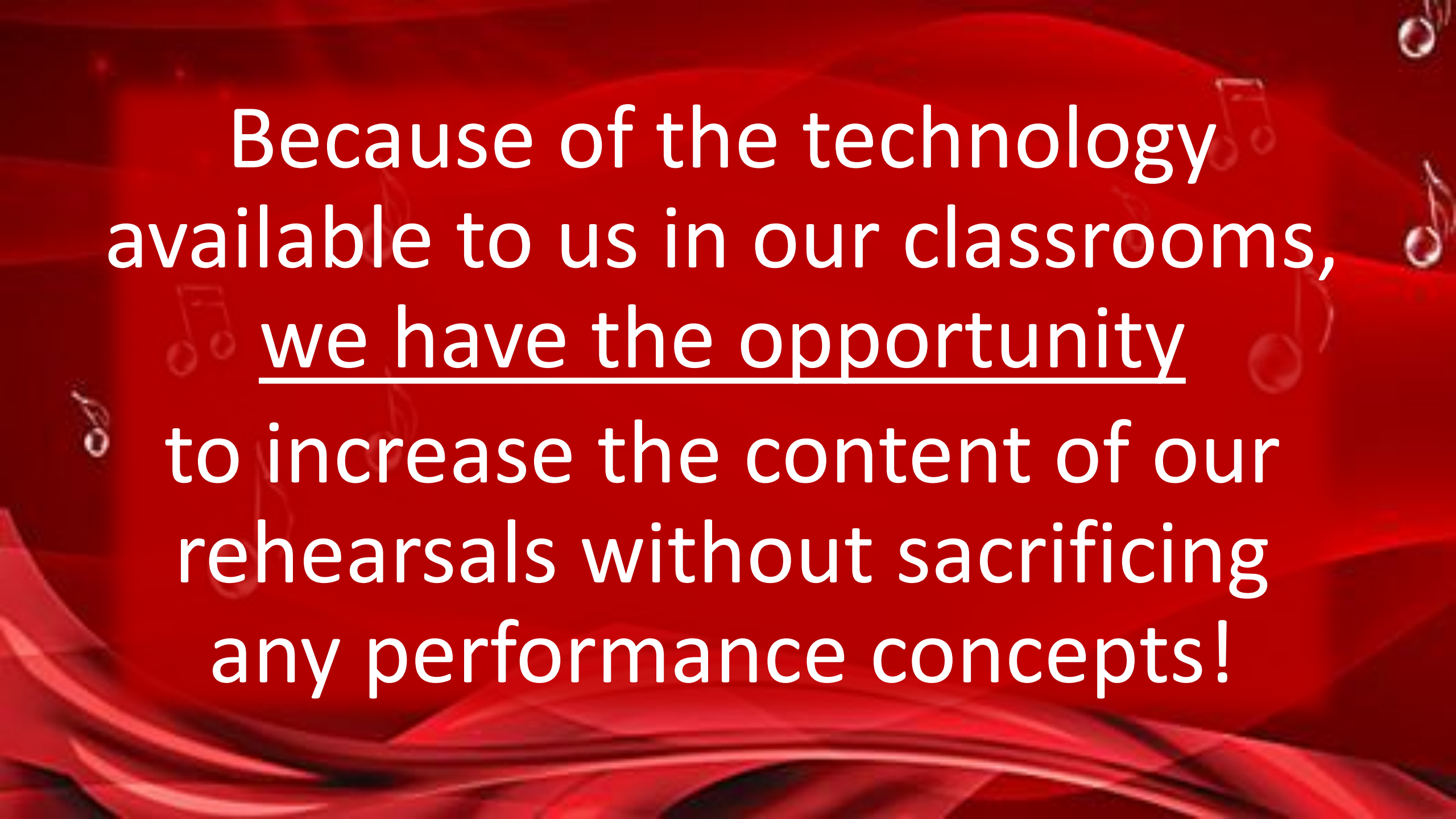
Challenge

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, some of which are slightly blurred, giving the impression of floating or moving through the space. The overall aesthetic is energetic and artistic.

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 background is a vibrant red with a dynamic, abstract design. It features several musical notes of various sizes and styles, some with stems, scattered across the frame. Additionally, there are flowing, ribbon-like lines in shades of red and white that create a sense of movement and depth. The overall aesthetic is energetic and artistic.

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 8TH GRADE NIGHT AT HS FOOTBALL GAME	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, assembly, notes by rote, first sound cleaning, disassembly	Week 4	
9/19	Week 5		Week 5		Week 5	Bk. 1, Pages 4 -7	Week 5	Snare Unit 1
9/26	Week 6	Chorales, sight reading Patriotic music unit Conducting unit	Week 6	Begin Book 2	Week 6		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	9/19	Week 5	
9/12	Week 4	8TH GRADE NIGHT AT HS FOOTBALL GAME	Week 4	Finish book 1	Week 4			
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	Week 7		Week 7	10/3	Week 7	Conducting unit
10/10	Week 8		Week 8	Begin Book 2	Week 8			
10/17	Week 9		Week 9		Week 9	10/10	Week 8	
10/24	Week 10	Patriotic Music	Week 10		Week 10			

<https://tinyurl.com/wendybauerreevesmusic>



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

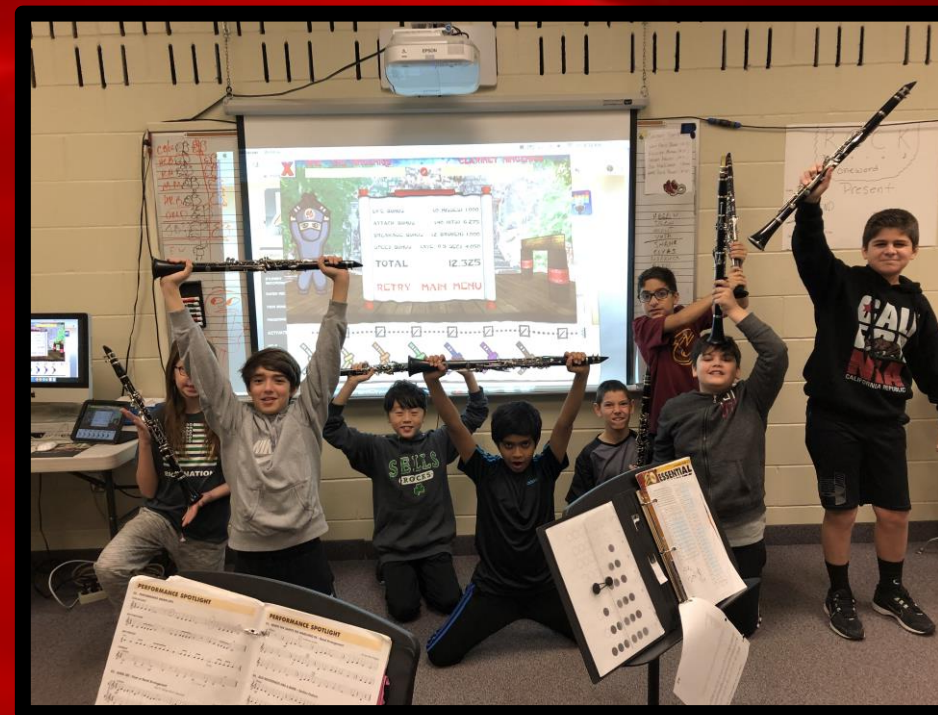
Tuesday, October 5, 2021	B							
Wednesday, October 6, 2021	A							
Thursday, October 7, 2021	B							
Friday, October 8, 2021	A							
Monday, October 11, 2021	B							
Tuesday, October 12, 2021	A							
Wednesday, October 13, 2021	B							
Thursday, October 14, 2021	A							
Monday, October 18, 2021	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	NEW HYMNS TETRAHEDRAL ANALYSIS	
Tuesday, October 12, 2021	A	FWU #1, INTRO #25, REV. #18		FWU #1, S+S G-TECH, AMERICA	NINGELIUS, FULLY INTO #25
Wednesday, October 13, 2021	B		FWU #1, #25 #23 NOTES/SR	*TESTING*	
Thursday, October 14, 2021	A	FWU #1, #25 #23 NOTES/SR		FWU #2, S+S E=F, HB	FWU #1, #25 #23 NOTES/SR
Monday, October 18, 2021	B				

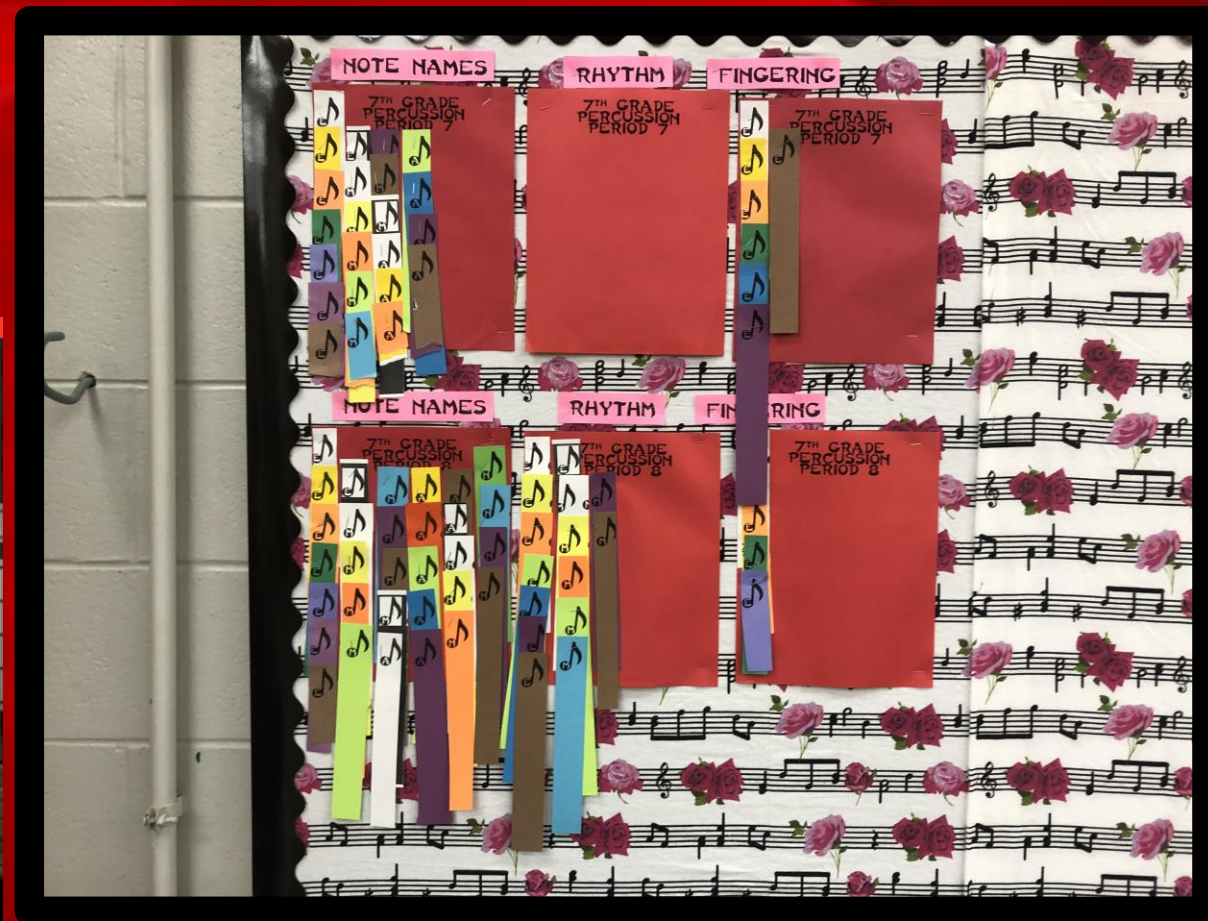


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Ningenius



Ningenius



TONAL ENERGY TUNER



Developing Slides

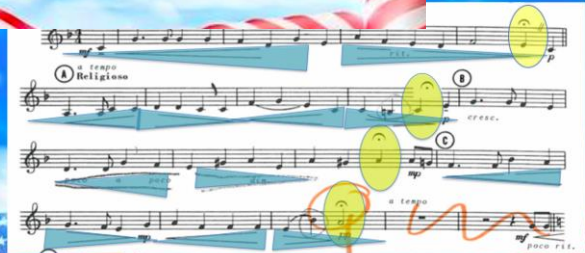
Welcome!

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 THE 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



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!

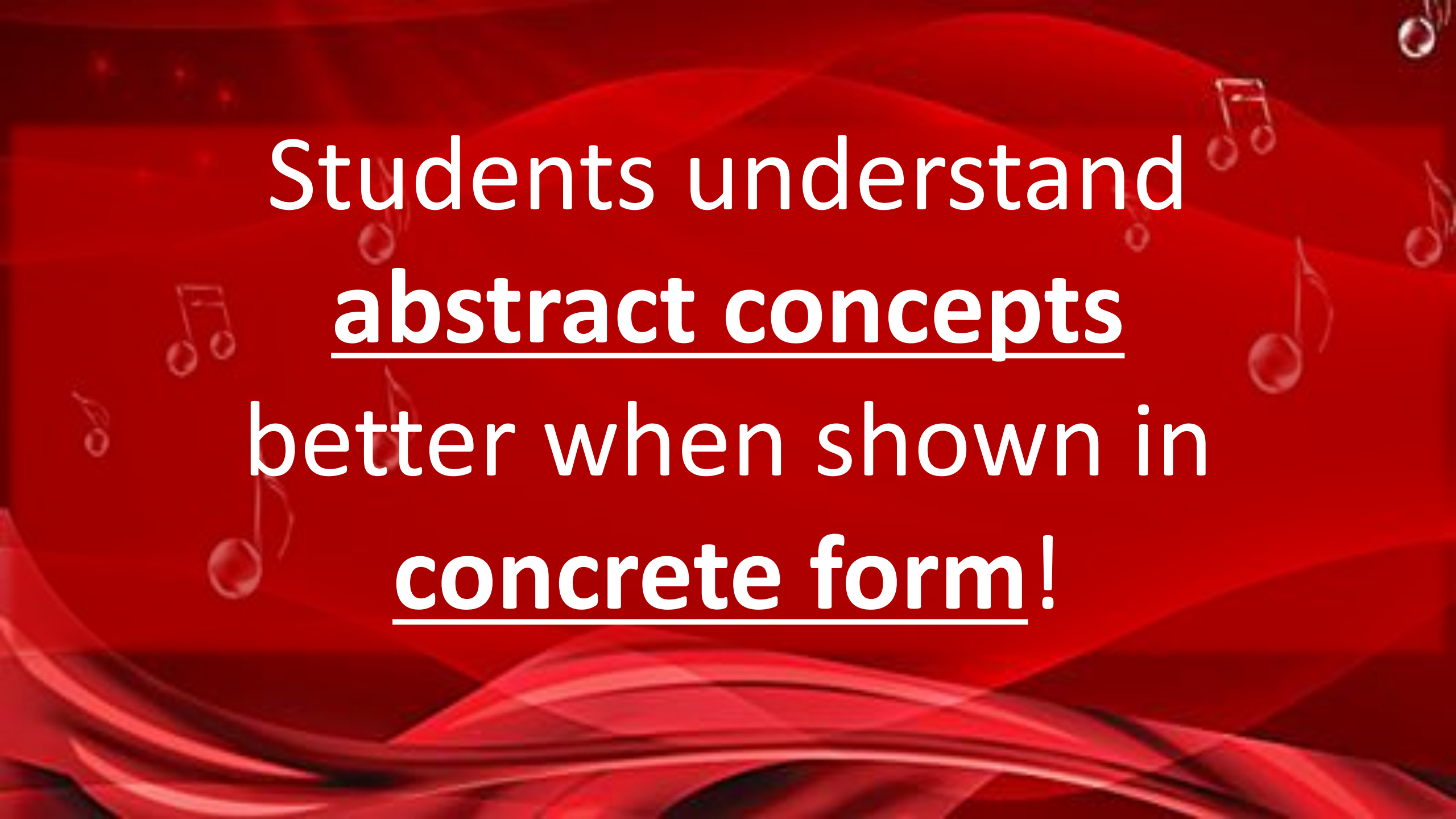
Stars and Stripes Piccolo Solo



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:



The background is a vibrant red with a dynamic, abstract design. It features several white musical notes of various sizes scattered across the frame, some with stems and flags. Additionally, there are flowing, wavy lines in shades of red and white that create a sense of movement and depth. The overall aesthetic is modern and artistic.

Students understand
abstract concepts
better when shown in
concrete form!

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.

2

America, the Beautiful

with optional S.A. Chorus
(The sheet assignment is published in a separate section below)

Samuel Ward
Adm. by Julia Kenyon

Illustration © 1990
Conductor

Massed

S.A. Chorus

Flute

Clarinet 1

Alto Sax.

Cornet 1

Low Brass and Woodwinds

Percussion

S.A.

Fl.

Cl.

A. Sax.

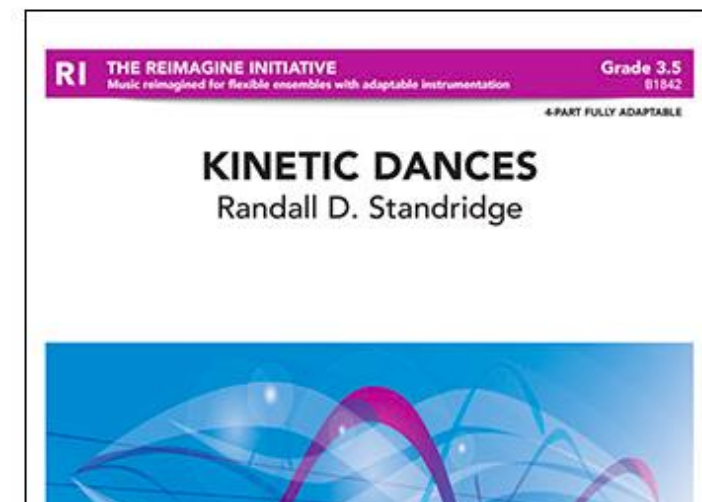
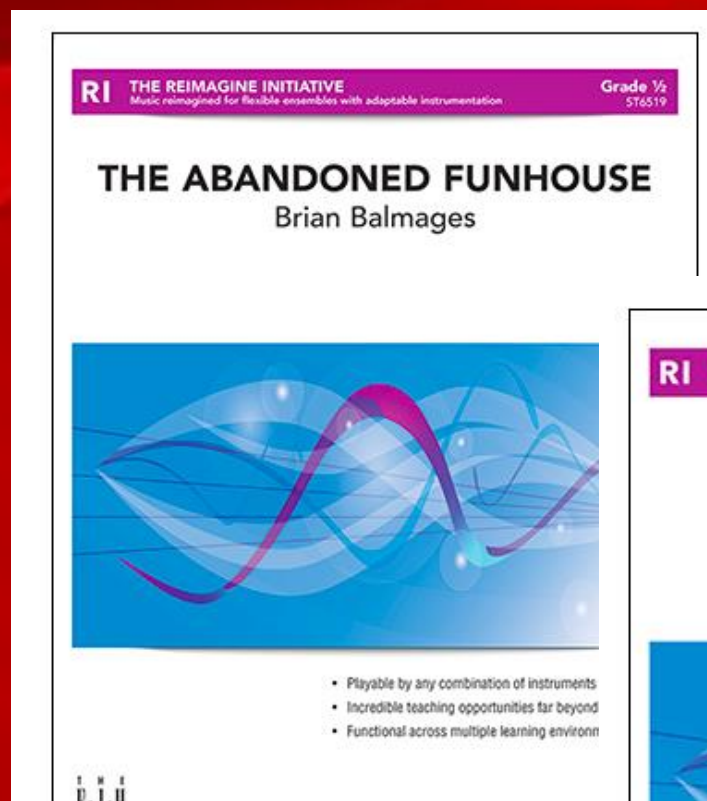
Corn.

Low Br. & W.W.

The background is a vibrant red with a dynamic, abstract design. It features several white musical notes of various sizes and styles, some with stems, scattered across the upper and middle portions. At the bottom, there are flowing, wavy lines in shades of red and white, creating a sense of movement and depth. The overall aesthetic is modern and energetic.

Especially now, we have chance
to make our lessons accessible
even with new and unusual
challenges

Presenting ideas to the whole ensemble



Reimagine Initiative

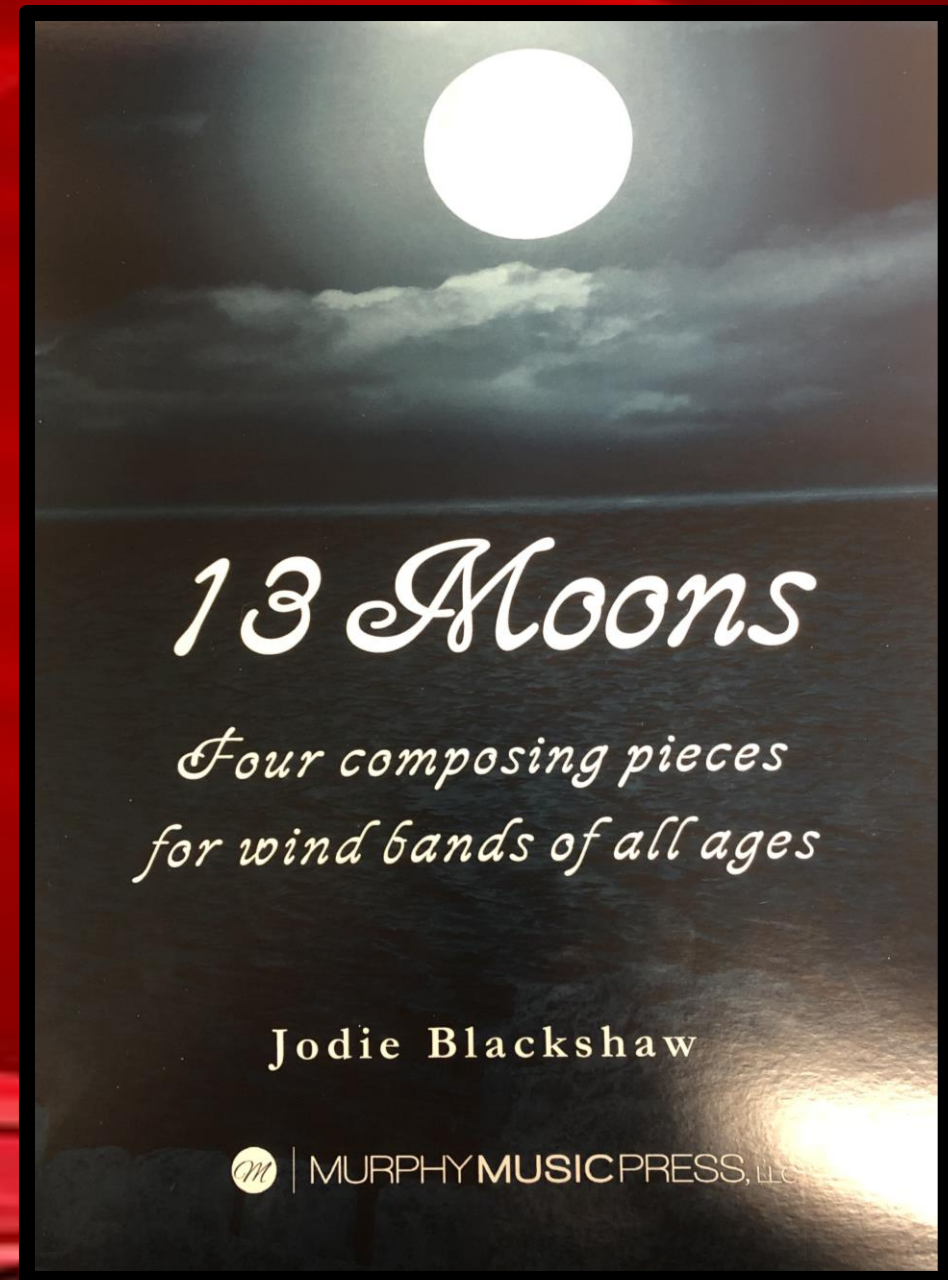
(Music reimagined for flexible ensembles with adaptable instrumentation)

Originally designed to address the needs of small ensembles with exceptional instrumentation challenges, The Reimagine Initiative has grown into a series that not only offers great, functional music for ensembles of all sizes and instrumentation, but also includes a wealth of additional teaching opportunities that extend beyond performance.

- ✓ **Adaptable Parts** – All musicians have access to ALL parts of every piece. Playable with any combination of instruments!
- ✓ **Alternate Parts** – In addition to adaptable parts, tenor sax and horn have alternate parts putting them in an ideal range.
- ✓ **Accompaniment** – An easy piano part is provided for additional support. When appropriate, chords are included for guitar players.
- ✓ **Play Along** – Downloadable mp3 tracks are included for students to practice with and even use in performance or at home.
- ✓ **Percussion** – In addition to adaptable mallet parts, separate percussion parts are also provided.
- ✓ **Teaching Opportunities Far Beyond Performance** – Let students make choices about orchestration, flip your band so bass voices always have the melody, teach the same musical line to everyone at the same time.... endless possibilities!

13 Moons

Jodie
Blackshaw



13 Moons – Jodie Blackshaw

This work was commissioned by the University of British Columbia Conducting Symposium Consortium

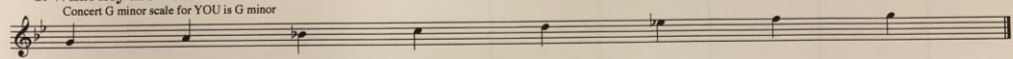
Flute

13 Moons: East

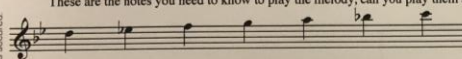
For instrumentalists who can play a concert G natural minor scale

JODIE BLACKSHAW

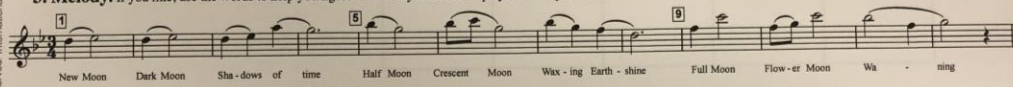
1. What key are we in?
Concert G minor scale for YOU is G minor



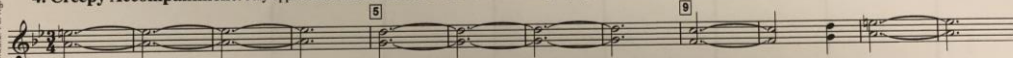
2. Notes to Know for Melody
These are the notes you need to know to play the melody, can you play them all?



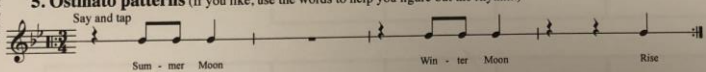
3. Melody. If you like, use the words to help you figure out the rhythm. Can be played as a 3-part round.



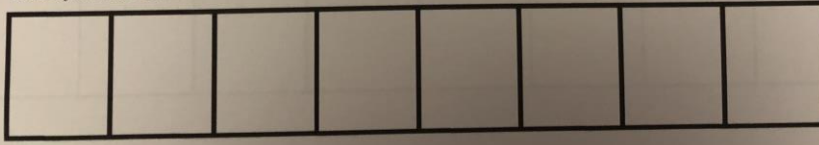
4. Creepy Accompaniment. Play upper or lower note. Does this work when the melody is played as a round? What do you think?



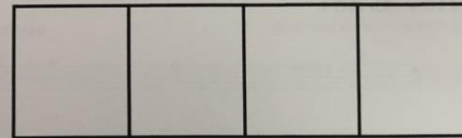
5. Ostinato patterns (If you like, use the words to help you figure out the rhythm.)
Say and tap
Sum-mer Moon, Win-ter Moon, Rise



Create your own 'Structure'



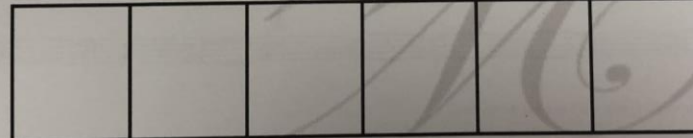
1.



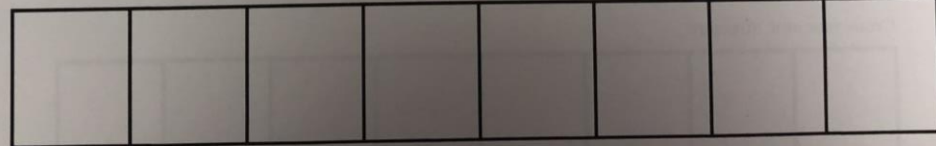
2.



3.



4.



13 Moons – Jodie Blackshaw

Oboe

This work was commissioned by the University of British Columbia Conducting Symposium Consortium

13 Moons: South

For instrumentalists who can play a Concert C Major Scale

JODIE BLACKSHAW

1. What key are we in?
Concert C Major Scale for YOU is C Major

2. Notes to Know for Melodies
Write down the notes you need to know for BOTH 'A' Melody and 'B' Melody.

3. Section 'A' Melody
What is the 'range' of this melody? Do you think this a good 'range' for your instrument?

4. Section 'B' Melody
What is the 'range' of this melody? Is this a good 'range' for your instrument? Which is better for you, 'A' or 'B'?

5. Section 'B' Counter Melody

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13 Moons: South - Oboe - page 2

2 **6. 'A' section Accompaniment**

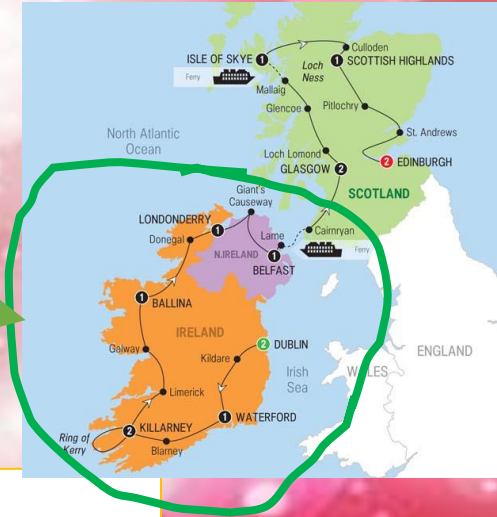
7. 'B' Section Accompaniment

Create your structure

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

IRELAND



28. MOLLY MALONE

All gro

mf

Irish Folk Song

f

Key Change

A musical score for the song 'Molly Malone'. It consists of two staves of music. The first staff starts with a treble clef, a key signature of two flats (B-flat and E-flat), and a 4/4 time signature. The tempo is marked 'All gro' and the dynamics are 'mf'. The second staff continues the melody and includes a 'Key Change' to a key with one flat (F major or D minor), marked with a 'f' dynamic. The score is annotated with yellow and purple circles and arrows pointing to specific musical features.

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



• Screenshots of score images



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

The image displays a musical score for measures 50 through 56. It consists of four staves. The first two staves are grouped together by a light blue background. The first staff is marked with a mezzo-piano (*mp*) dynamic. The second staff is also marked with a mezzo-piano (*mp*) dynamic. The third staff is marked with a mezzo-forte (*mf*) dynamic. The fourth staff is marked with a mezzo-piano (*mp*) dynamic. The score features a variety of rhythmic patterns, including eighth notes, quarter notes, and half notes, with some measures containing rests. The notation is clear and legible, with a focus on the melodic line and its supporting rhythms.





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

Melodic line notation, measures 1-28.

Countermelody Line

Countermelody line notation, measures 1-29.

Bass Line

Bass line notation, measures 1-28. Includes tempo marking $\text{♩} = 120$.

Percussion Lines

Percussion lines notation for Snare, Tom, Bass, and Cymbal, measures 1-28.



Dublin Coffman
Marching Band

HANG ON SLOOPY

B♭ TRUMPET

Moderately slow rock $\text{♩} = 112$

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



FIINALLY the rest play!!

THEN the low guys start

FIRST the percussionists start



1 234

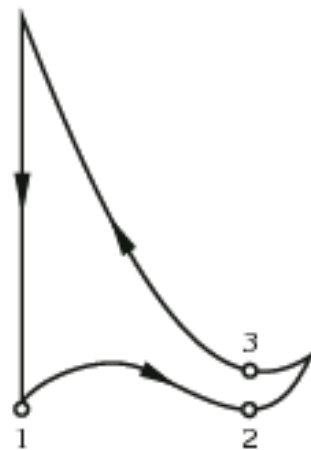
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3 234

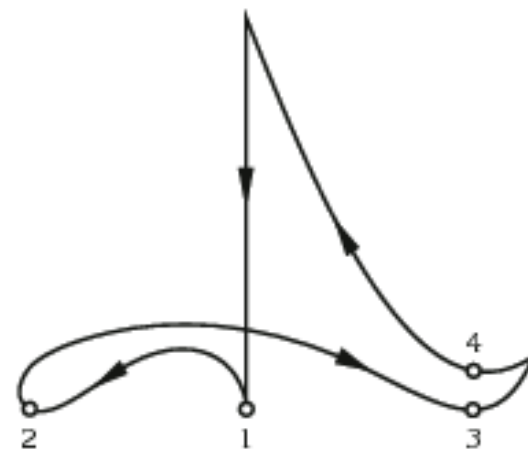
4 234



2
4



3
4



4
4

Session 1: The 4-Beat Pattern

with

Dr. Deborah Sheldon, Host

and

Ms. Jeanette Soebbing, Conducting

From Measures of Success

Slide Example



2 beats per measure

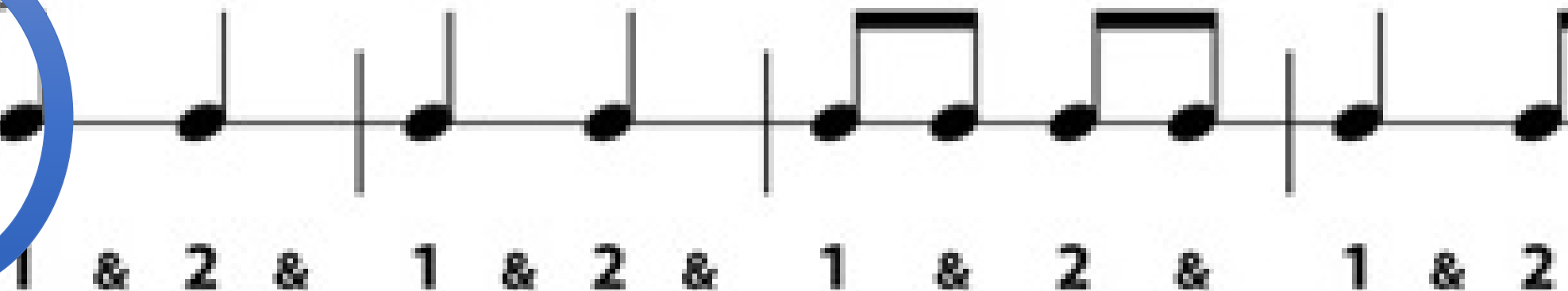


Animations

46. RHYTHM RAP

Clap

$\frac{2}{4}$



♪ gets one beat

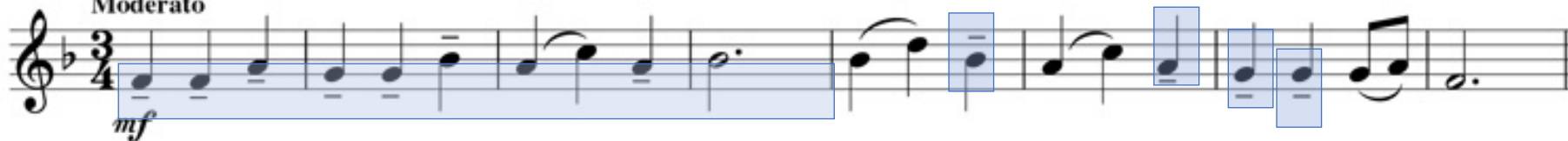
15. TREADING LIGHTLY

Moderato



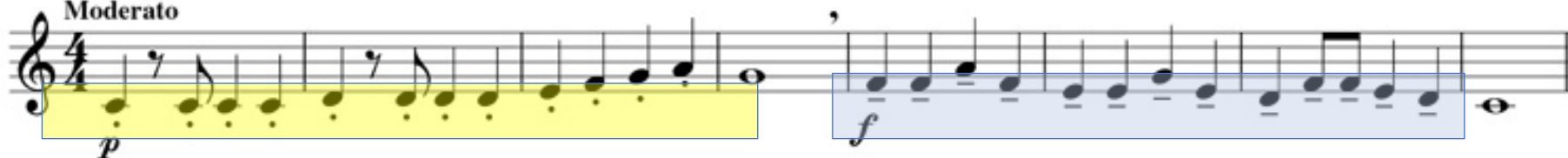
16. SMOOTH MOVE

Moderato



17. SHIFTING GEARS

Moderato



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

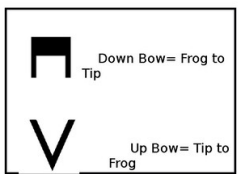


Example

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



ESSENTIAL ELEMENTS FOR STRINGS, BOOK 1

Ella Fitzgerald



Gustav Mahler



HISTORY

Gustav Mahler (1860 – 1911) was a noted composer and conductor of the late Romantic era. 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



ART

The world saw the emergence of Cubism, a style in which objects were broken up, then reassembled in abstract forms. Pablo Picasso became one of the most famous Cubists in history. His *Ma Jolie* (1911) is an early example of the style.

WORLD

Mark Twain published *The Adventures of Tom Sawyer*, Sir Arthur Conan Doyle introduced the world to Sherlock Holmes, and the coin-operated telephone was invented.



4.8 THEME FROM SYMPHONY NO. 1 – Round

Largo ①

mp

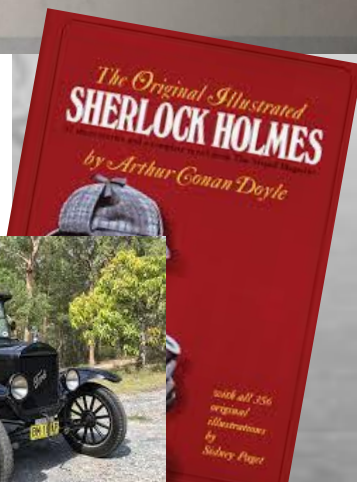
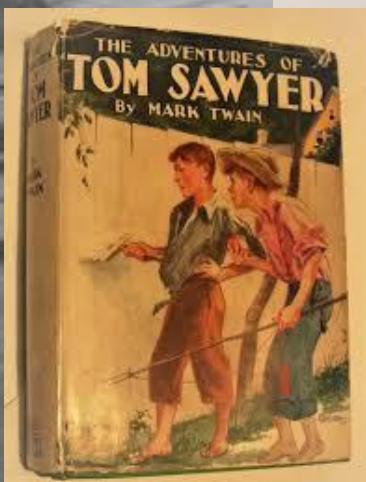
mf

p

②

Gustav Mahler

TRACK 2 39



54. FRÈRE JACQUES – Round

Moderato

(When group A reaches ②, group B begins at ①)

French Folk Song

①

mf

②

f

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

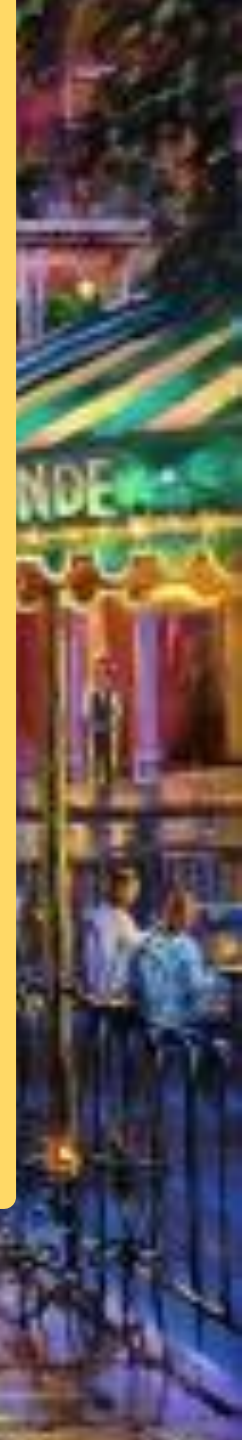


Louis Armstrong

Second Line



Rebirth Brass Band





TODAY: HAPPY HALLOWEEEEEN!

DANSE MACABRE

Camille Saint-Saens

**Unpack silently, review chromatic scale
with fingering chart





3

A night scene featuring a church with a prominent clock tower and a blue roof. A large, bright full moon hangs in the dark sky, with several birds in flight. In the foreground, a dark, ornate gate stands before a path leading towards the church. The entire illustration is framed by a decorative border with a repeating oval pattern.

4

A figure wearing a vibrant red cloak is shown from the chest up, playing a violin. The figure's face is obscured by shadow. The background is dark with a full moon and some architectural elements visible. The illustration is framed by a decorative border with a repeating oval pattern.

Solo Violin *f largamente*

Two staves of musical notation in 3/4 time. The first staff begins with a treble clef, a key signature of one flat (B-flat), and a common time signature. The second staff continues the melody. The music is written in a simple, clear style.

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, adding to the energetic and creative feel of the image.

Engaged Learners
are
Retained Learners

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 rhythmic and artistic touch to the design.

Retained Learners
Are
Lifelong Learners

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