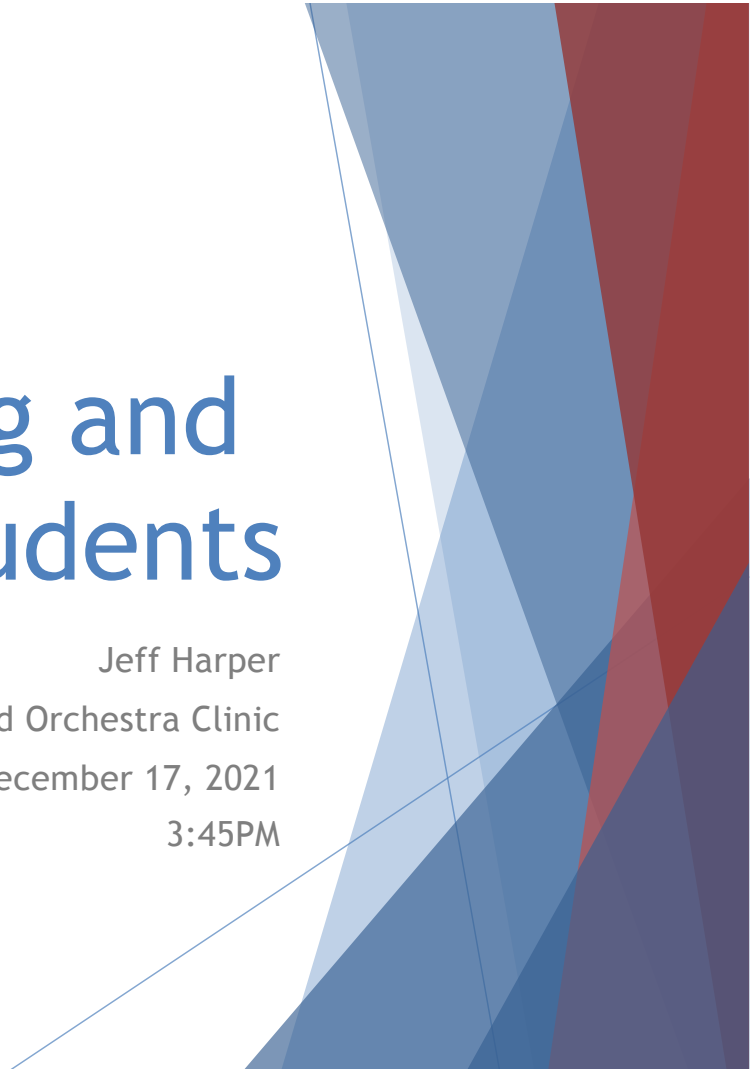




Relating, Retaining and Recruiting Band Students

Jeff Harper

75th Midwest Band and Orchestra Clinic

December 17, 2021

3:45PM



- ▶ Associate Director of Bands at Lassiter High School in the Cobb County School District
- ▶ Undergraduate degree from The University of Georgia
- ▶ Master of Music Education degree from the University of Illinois
- ▶ Specialist in Curriculum and Instruction from Berry College
- ▶ Certified for Tier One Leadership from Berry College
- ▶ Currently in 23rd year as an educator



- ▶ First grade Jeff
- ▶ Missed 40+ days of school that year
- ▶ Paddled more than most other classmates
- ▶ Repeated 1st grade

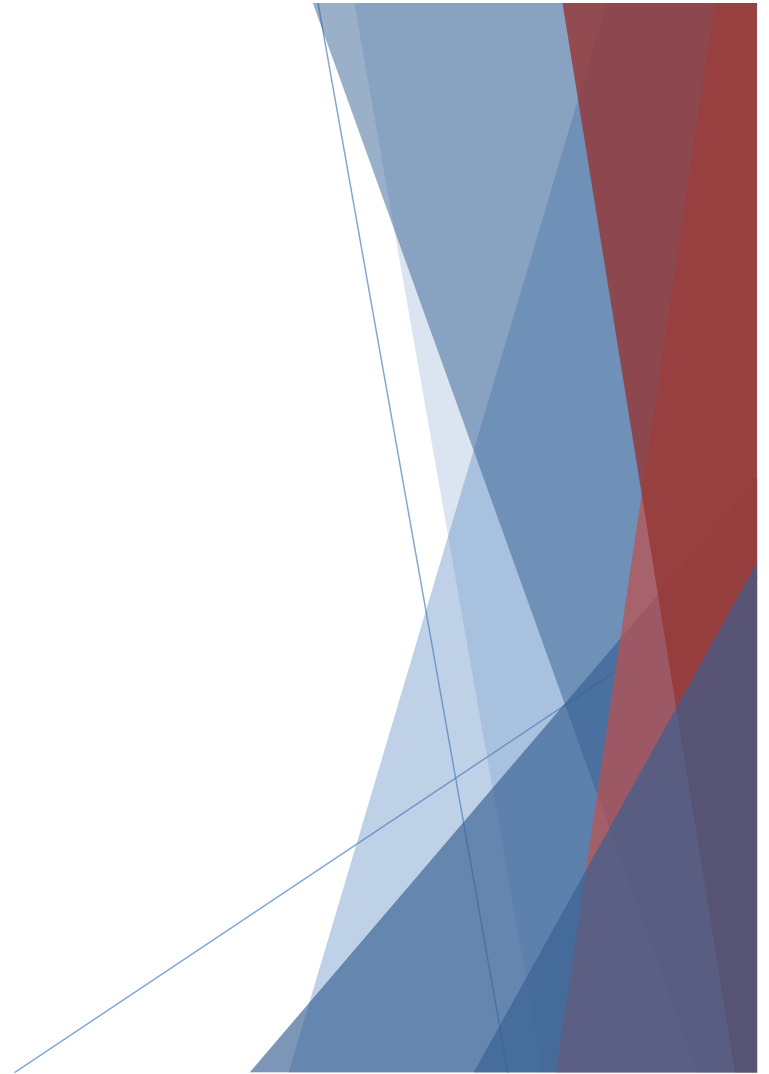


- ▶ Mrs. Louise B. Adams and Mr. TK Adams, Sr.
- ▶ Principal of my Elementary
- ▶ Legendary music educator in our home town
- ▶ Took special interests in students from low income families



TODAY

- ▶ Sharing ideas on:
 - ▶ Relating to Students
 - ▶ Retaining
 - ▶ Recruiting



Background:

Childhood

Finding 'why'

Connection:

How can we as band directors connect to our students in person and virtual environments?

It starts with meeting students where they are.



Connection with students

- ▶ Surveys (question(s) of the week, etc)
 - ▶ E-Tickets out the door
- ▶ Flip grids
 - ▶ Favorite music, movies, etc.
- ▶ Watch Parties
 - ▶ Movies
- ▶ Games
 - ▶ House Party, Goose Chase



RELATING

Teach to Retain

- ▶ Meet students where they are
 - ▶ Individual sessions - Mini Lessons
- ▶ Create an environment of encouragement and sincerity
- ▶ Provide timely feedback and guided expectations
- ▶ Have a goal and adjust through the process.



RETAINING

Cultivating Culture in the program

- ▶ Remember the 'Why'
- ▶ Develop a year-long leadership program
- ▶ Nurture student-lead small ensembles
- ▶ Celebrate growth in all students
- ▶ People over Product
- ▶ Organize



RETAINING

Organization

- ▶ Make information easy for students to access
 - ▶ Website, digital classroom, etc.
- ▶ Communicate consistently
 - ▶ Remind 101, E-mail, etc.
- ▶ Make access to methods and repertoire easy for students
 - ▶ Binders, files, resources



LASSITER BAND...the *TRADITION* continues

4TH PERIOD BAND

For Fun



[Flute](#)
[Oboe](#)

[Clarinet](#)

[Alto Sax](#)

[Tenor Sax/Bass](#)
[Clar](#)

[Bari Sax](#)

[Horn](#)

[Trumpet](#)

[Trombone](#)

[Baritone](#)

[Tuba](#)

Resources

[Breathing](#)

[Practicing](#)

Rhythm



[Main room](#)

My Drive > Technique Packets > Trumpet ▾ 👤



Name ↑	Owner	Last modified	File size
 Trumpet LHS Book.pdf 👤	me	Aug 12, 2020 me	10 MB
 Trumpet parts.pdf 👤	me	Aug 25, 2020 me	8 MB
 Trumpet Stand Tunes.pdf 👤	me	Aug 11, 2020 me	881 KB
 Trumpet Warm-up and Technique Books.pdf 👤	me	Aug 12, 2020 me	10 MB

METHODS WE USE MOST OFTEN IN CLASS:

- ▶ UNISONAL SCALES BY WILLIAM WHITE
- ▶ TONE BUILDERS AND TONE STUDIES BY JAMES CURNOW
- ▶ 40 RHYTHMIC STUDIES BY GROVER YOUS
- ▶ 204 SIGHT READING TUNES BY ROGER WINSLOW
- ▶ SIGHTREADING FACTORY
- ▶ SMART MUSIC



How to improve individual student skills in LARGE performance-based classes?



Process we use

Rubric (5 category) - Short/Formative Excerpt

Rubric (10 Category) - Summative

Technology Integration with Grad school

Became a Google Beta Tester - Fall 2019

RETAINING

Assessment: - Rubric Used

Tone Student plays most notes with a tone quality that is pinched/nasal sounding throughout the range of the instrument.					/5	^
5 pts "Student consistently plays with a characteristic, clear tone quality that is vibrant and resonant at all dynamic levels, throughout the full range of the	4 pts Student plays with a characteristic, clear tone quality in the beginning, middle and end of the note at all dynamic levels. There are a few minor inconsistencies in	3 pts "Student plays with a good tone quality in the middle of each note, however the tone clarity may vary at the beginning or end of a few notes. The extended ranges	2 pts "Student plays with an acceptable tone quality in the middle of most notes, however, the beginning and end of many notes are fuzzy/pinched. Vibrato is generally	1 pt Student plays most notes with a tone quality that is pinched/nasal sounding throughout the range of the instrument.		
Rhythm					/5	^
5 pts Student reads and accurately performs all rhythmic patterns, meters and embellishments throughout the music.	4 pts Student usually reads and accurately performs rhythmic patterns, meters and most embellishments.	3 pts Student reads and accurately performs most rhythmic patterns and meters. There are some inconsistencies with some patterns	2 pts Student reads and performs most rhythmic patterns accurately. There are incorrect interpretations of some patterns.	1 pt Student has difficulty reading and/or accurately performing most rhythmic patterns.		
Notes					/5	^
5 pts "Student plays with excellent note accuracy. Correct fingerings are used throughout including all alternate/resonance and trill fingerings applied when	4 pts Student plays with good note accuracy. Correct fingerings are used throughout including most alternate/resonance/trill fingerings being applied when appropriate.	3 pts Student plays with moderate note accuracy, missing/bobbling a few notes. Correct fingerings are used throughout, but alternate/resonance/trill fingerings are	2 pts Student plays with adequate note accuracy, missing some notes/fingerings. Alternate/resonance fingerings are seldom used. Student may need	1 pt Student plays with poor note accuracy, missing many notes and fingerings. Alternate/resonance fingerings are not attempted. Students may need some correction to their		
Articulation					/5	^
5 pts "Student performs using correct articulation style and syllable throughout the full range of the instrument, at all dynamic levels, conveying a clear,	4 pts "Student uses correct articulation style and syllables on most notes, however, a few inconsistencies occur in the extended ranges and dynamic levels,	3 pts "Student usually performs with correct articulation style, however, the tongue placement may need some refinement. Articulation markings are	2 pts Student occasionally performs with the correct articulation style, however, the tongue placement/motion needs adjustment to correct for	1 pt Student plays with inconsistent/poor articulation resulting in unclear starts/stops to notes. Articulation markings are rarely observed resulting in a lack of		
Procedures					/5	^
5 pts The student utilized a metronome during the entire recording and turned the assignment in on time.	4 pts The student utilized a metronome during the entire recording and turned the assignment in within one day of due-date.	3 pts The student utilized a metronome during the entire assignment and turned in the assignment more than two days after the due-date.	2 pts The student utilized a metronome for only part of the assignment or submitted the assignment more than four days late.	1 pt The student did not utilize a metronome or was more than five days late in submitting the assignment.		

ASSESSMENT

Procedure - Individual Assessments

March Excerpt Measures 21 - 37

Evyn B 88/100 Draft

Not returned Return

March Excerpt Measures 21 - 37 (Jan 31, 2020 at 11:30 AM).MOV



The video shows a young man with glasses and a blue hoodie playing a saxophone. He is positioned in front of a red wall and a white brick wall. A play button icon is overlaid on the video.

Rubric 22/25

Category	Score
Tone	5/5
Rhythm	4/5
Notes	5/5
Articulation	3/5
Procedures	5/5

Private comments

Jeff Harper
Jan 31, 12:05 PM
Great job! Good tone. Keep working to keep ends of longer pitches in pitch center. Good rhythms and style!

Add private comment...

Procedure - At home or school:

an - you pick the excerpt.

Frannie Evans

88/100



Return

han - you pick the excerpt. (Feb 9, 2020 at 9:06 PM).MOV



Rubric 22/25

Tone 4/5

Rhythm 4/5

Notes 5/5

Articulation 4/5

Procedures 5/5

Private comments

Frannie Evans
Feb 9, 9:09 PM
measures 136-156ish

Jeff Harper
Feb 10, 10:24 AM
Work to shape lines a little more. Start a little softer and let the line move with the ascension of the notes. Good work. Check a tuner and make sure you are working to NOT 'wah' your sounds once you begin. Proud of you!

Summary:

More individualized feedback = Happy Kids with more skills!



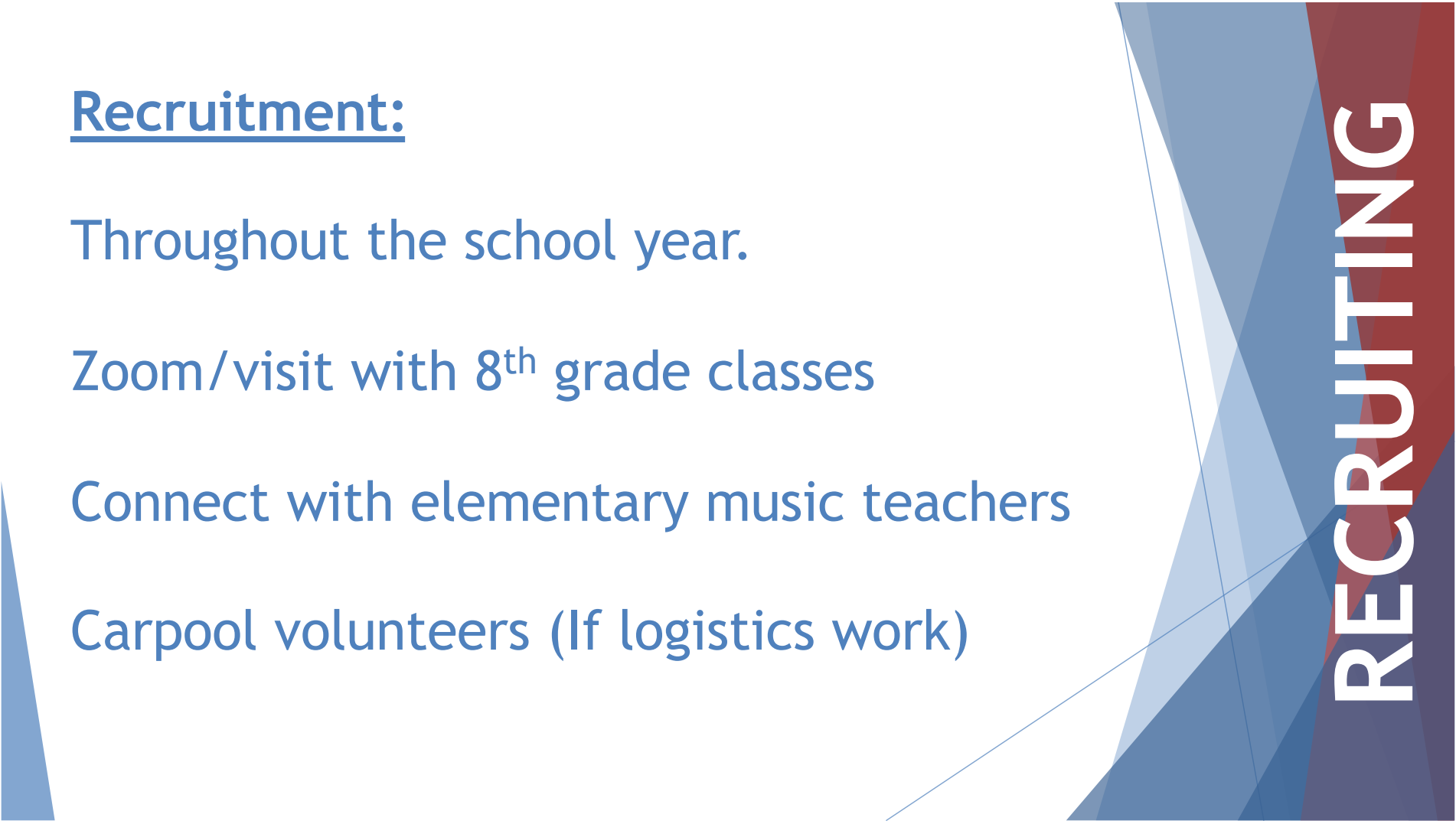
Recruitment:

Throughout the school year.

Zoom/visit with 8th grade classes

Connect with elementary music teachers

Carpool volunteers (If logistics work)



RECRUITING

8th grade nights

7th grade in-class sessions

6th grade carnival

5th grade concerts to promote music
classes



RECRUITING

Letters from high schoolers

Random Treats

High School reps at Middle School
Concerts

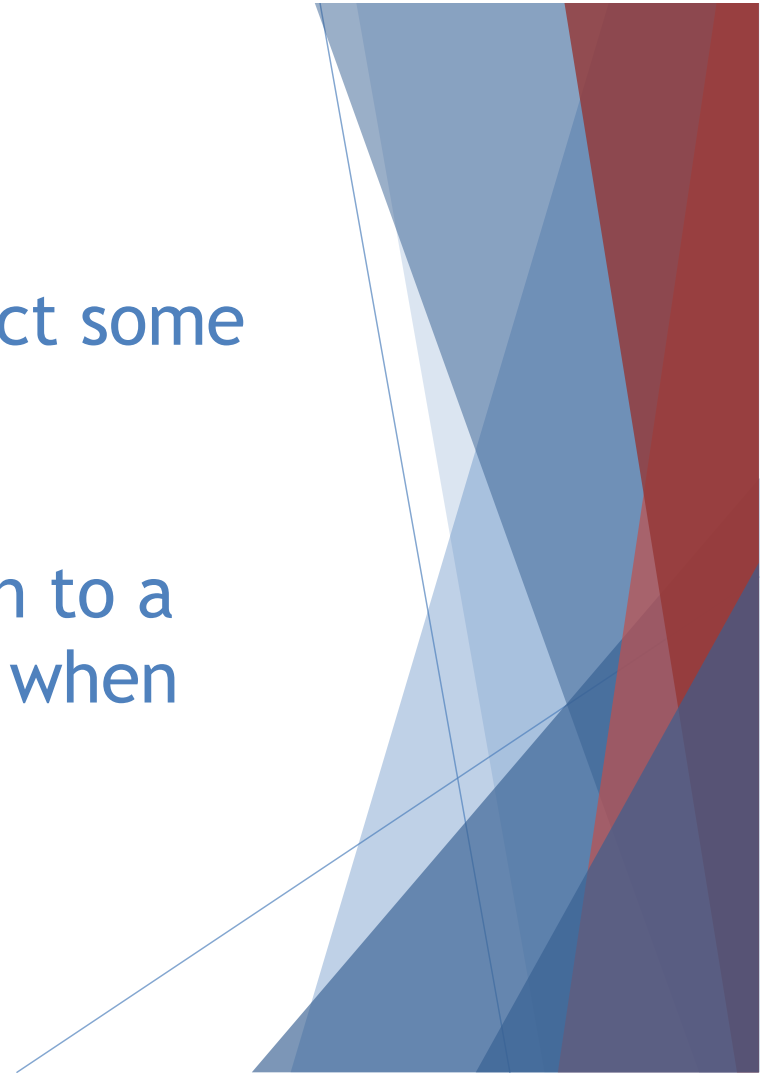
Regular contact is important.



RECRUITING

Questions we're considering

- ▶ How does being at home impact some of the virtual students' future involvement?
 - ▶ Will they be willing to return to a 'normal' rehearsal schedule when eligible?



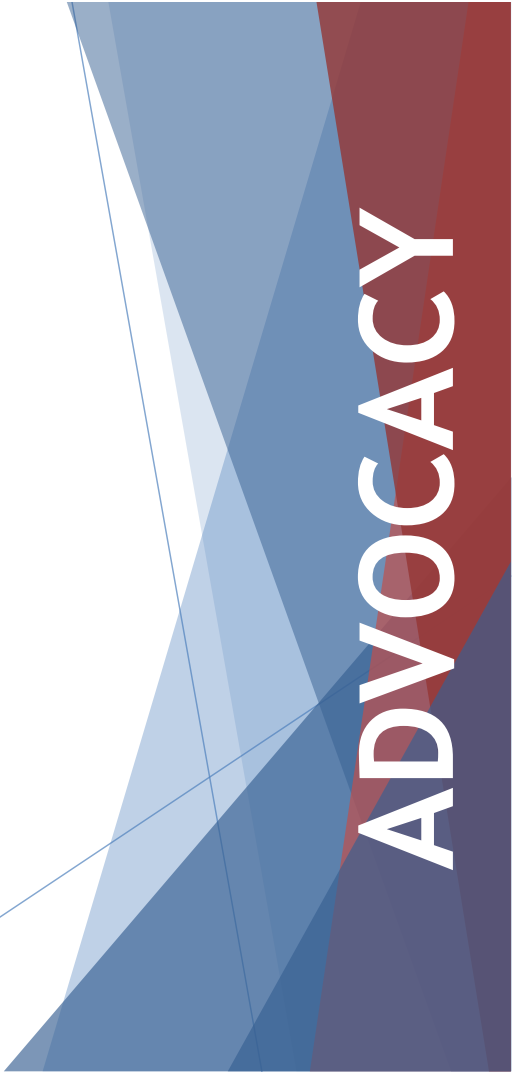
And Remember..

- ▶ *Look for opportunities rather than limitations.*
- ▶ *Be flexible, pro-active and open to ideas.*
- ▶ *If you place People over Product, your product will thrive.*



Advocacy

- ▶ THE BEST ADVOCACY IS HAVING A STRONG, RELEVANT, VITAL PROGRAM!
- ▶ •Communicate the intrinsic value of music
- ▶ •How your subject is unique
- ▶ •Importance of a well-rounded education
- ▶ •YOU are the Continuity and Connection students need
- ▶ •You know your students more than one year
- ▶ •The impact it has on students
- ▶ •Resources: NAFME, Tim Lautzenheiser videos, Music Makes Us, Scott Lang Videos
- ▶ •We CAN and We ARE providing distance learning in our field



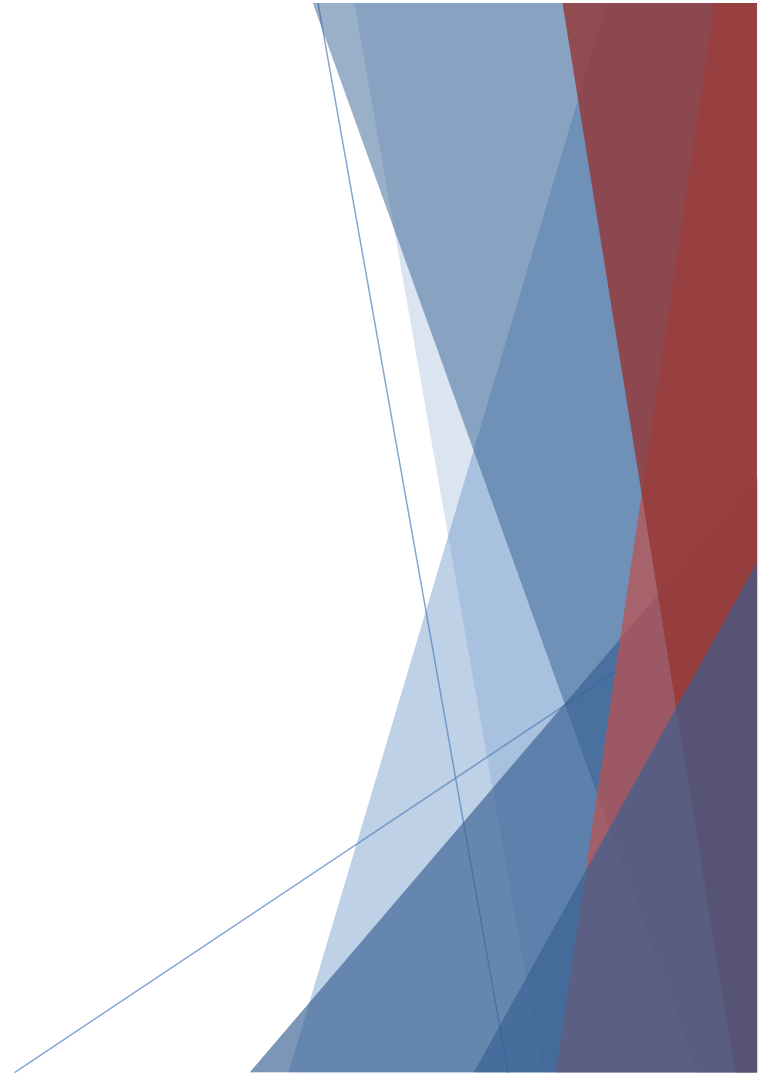
ADVOCACY

Thank you!

Feel free to reach out if I can assist you!

JeffHarper98@gmail.com

770-778-2205



References

Nafme Resources

<https://nafme.org/covid-19/>

<https://nafme.org/covid-19-instrument-cleaning-guidelines/>

<https://nafme.org/my-classroom/virtual-learning-resources-for-music-educators/>

<https://nafme.org/advocacy/grassroots-action-center/#social>

NAMM Foundation Resources

<https://www.nammfoundation.org/projects/namm-foundation-covid-19-resources%20>

Music for All Resources

<https://education.musicforall.org/covid19resources/>

