



Team Teaching in the Bandroom

Working Together to Sound Better

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Our Philosophy Of Team Teaching

The Page Middle Band directors collaborate in all areas of decision making, planning, and teaching in order to maximize the achievement of our students.

Benefits of Team Teaching

- ▶ Efficient rehearsals
- ▶ Individual attention
- ▶ Differentiated instruction
- ▶ Varied expertise and experience
- ▶ Learning from observation
- ▶ Lightened work-load

Planning Process

- ▶ Proactive planning
 - ▶ Macro → Micro
 - ▶ Yearly → Monthly → Weekly → Daily
- ▶ Common planning
- ▶ Structuring split classes
- ▶ Incorporating technology
 - ▶ Recordings
 - ▶ Wrap sheet

Wrap Sheet

1	<u>Triumphs</u>			
2	<u>Mm. #</u>	<u>Section</u>	<u>Problem</u>	<u>Initials</u>
3	all	percussion	keep volume down	KA
4	5-12	trumpets	keep working to eliminate cracks; check the upper notes on the tuner and keep mouths open	CS
5	19-20	ensemble	don't crescendo so much that you stick out of the texture or go out of tune	EB
6	25-26	flutes	don't decrescendo; you're going flat	CS
7	27-34	woodwinds	shape the phrase: 2 measures up, 2 measures down.	EB
8	36	trumpets	tuning on D	CS
9	43-50	Maranda	don't play soft; project sound with lots of vibrato	EB
10	51-53	clarinet, a sax	tuning on unisons and octaves	still working
11	52-57	low brass	tuning, and bad weird attacks from 1st trombone	EB
12	59	percussion	didn't enter together	KA
13	71-74	alto sax	kill me now.	still working
14	71-77	sleigh bells	a little slow; stay with conductor	KA
15	85-88	1st trumpets	tuning and blend; play as one	still working
16	91-94	ensemble	match forte-pianos (can't hear alto/horn)	EB
17	95	bass drum	too loud	KA
18	101	cymbal	dynamic changes	KA

Grouping Students

- ▶ Different from day to day
- ▶ Based on objectives
- ▶ Students grouped by need
- ▶ More efficient rehearsals
- ▶ Focus on listening and matching with like parts

Ways to Group Students

Brass-Woodwinds-Percussion

Highs-Mids-Lows

Similar parts

Transposing groups

Ability-leveled groups

Individual or section need

Full Band Rehearsals

Team member roles



CONDUCTOR



LISTENER



PULL-OUT SECTIONAL
TEACHER



Team member roles



CONDUCTOR



PERCUSSION
COACH



POLICE



PLAYER

Team member roles



CONDUCTOR



COLLABORATOR



REPAIRMAN



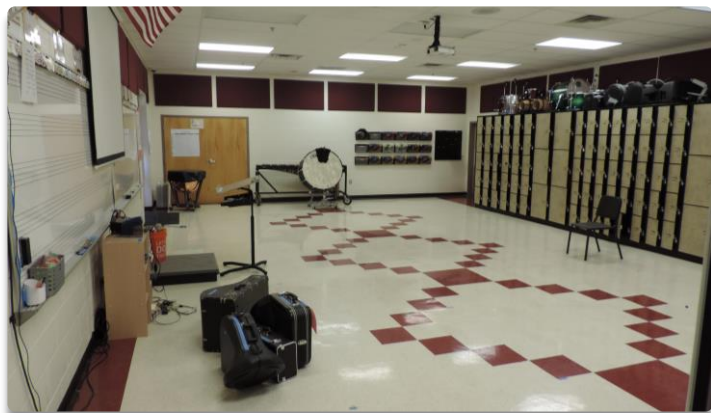
GRADER



Logistics

- ▶ How can we be most efficient?
- ▶ Rehearsal Spaces

Our Rehearsal Spaces



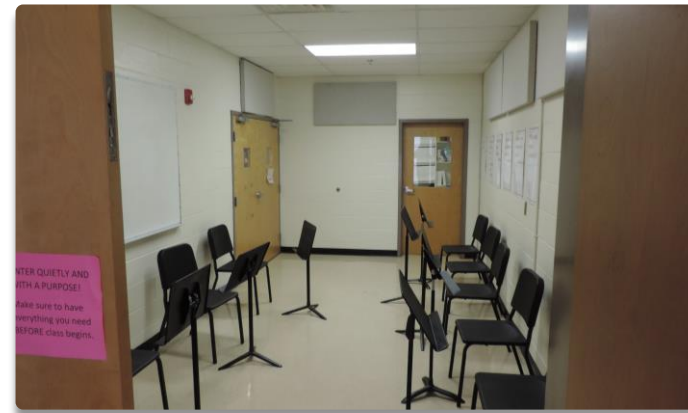
Bandroom 1

Small rehearsal room



Bandroom 2

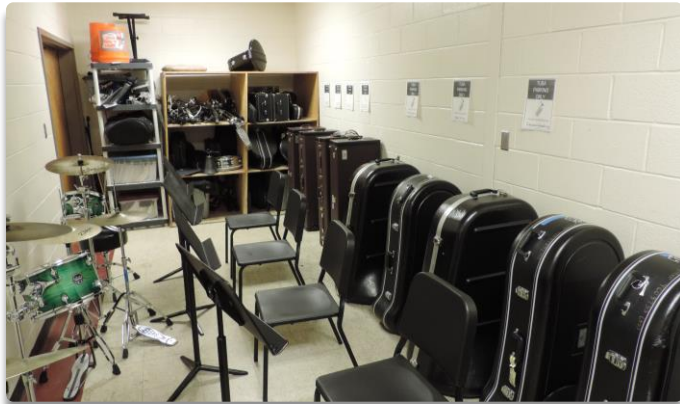
Large Bandroom



Bandroom 3

Hallway

Our Rehearsal Spaces



Bandroom 4

Storage Closet



Bandroom 5

Music Library



Bandroom 6

a.k.a.: Prison Exercise Yard

Create Defaults

- ▶ Seating
- ▶ Timing
- ▶ Procedures/Routine
- ▶ Vocabulary/Terminology



Section Teacher Binders

Dividing Responsibilities

- ▶ Streamline processes for efficiency
- ▶ Prevents mixed-messages or conflicting information
- ▶ Check-in regularly
- ▶ Lightens work-load
- ▶ Choose responsibilities based on individual strengths
- ▶ Share grading responsibilities

Avoiding Potential Pitfalls

- ▶ No egos
- ▶ Trust in teammates
- ▶ Give up control
- ▶ Develop a routine

Questions to develop norms

- ▶ How and when do you settle disagreements?
- ▶ Who speaks at what time in full band rehearsals?
- ▶ Can directors rehearse individuals or small groups in full band?
- ▶ How do you wrap up off-podium instruction to bring everyone back together?

Application for Single Teachers

- ▶ High school/middle school partnerships
- ▶ Student teachers
- ▶ Lesson/Section teachers
- ▶ Student Leaders
- ▶ Volunteers
- ▶ Colleagues or Friends
- ▶ Mentor

Questions or Comments

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