

Building from the Ground Up

A Successful Blueprint for Middle School Band

Presented by:

Mary Crandell and Deb Dunn
Waukee Middle School, Waukee IA

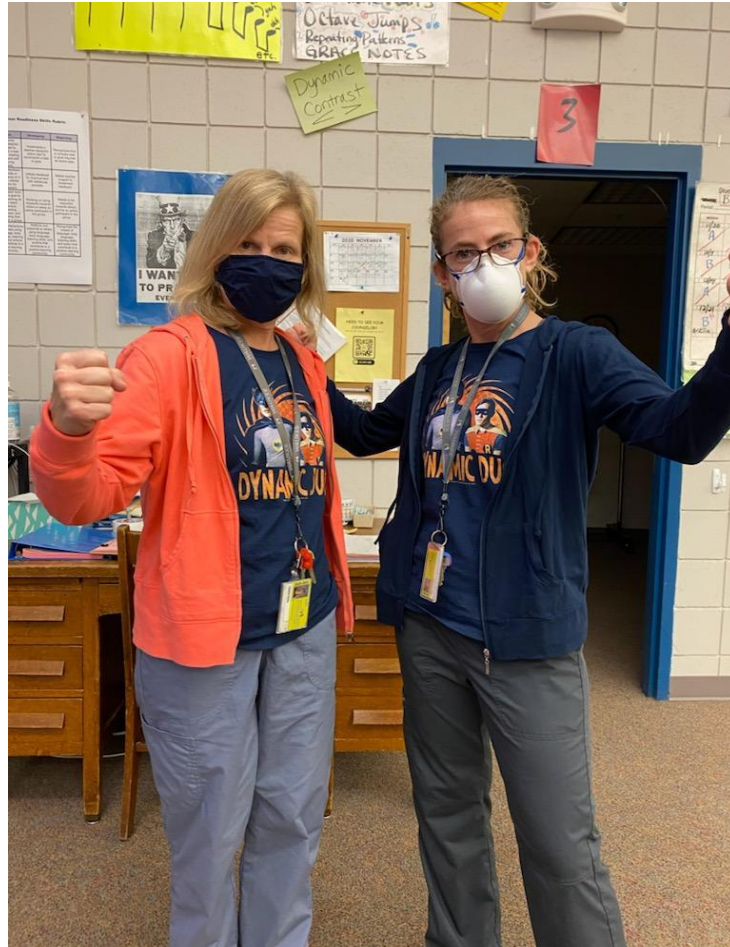
Midwest Band & Orchestra Clinic

December 17, 2021

8:30am



Mary Crandell



Deb Dunn



Thank you!



Joey Qualls, Director

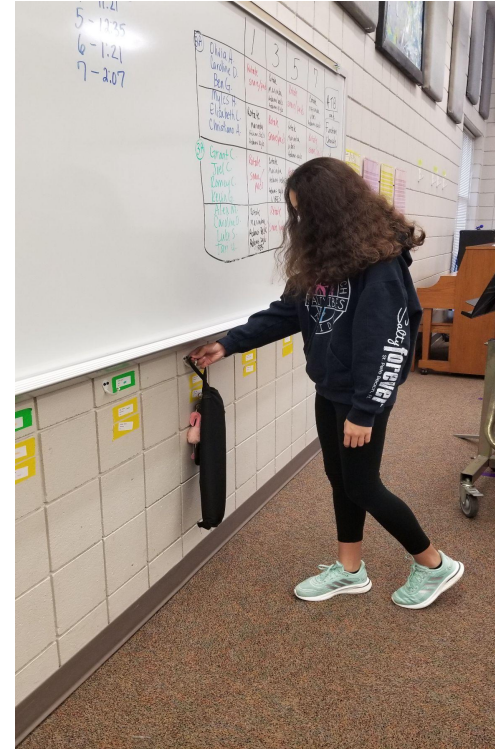
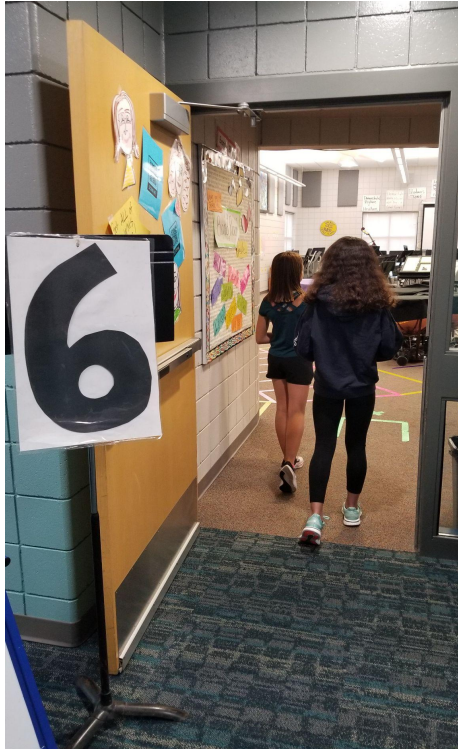
Day One:

**Practicing Our
Routine
Before the
First Note
Sounds**

Procedures

1. Leave Binders/Books in Hallway.
2. Get instrument out.
3. Sit down at seat with instr, books/folder, pencil
4. Read the board for Rehearsal agenda (aka: Put music in order)
5. When a person steps on podium, watch for non-verbal signal to begin. Talking stops at this time.

1. How to enter the band room





2. Where
to store
books/binders/
instruments/
cases

3. All cases
marked with
purple duct tape



4. Where to unpack instruments (*Designated areas – parking spots - labeled for specific instruments outside of storage area*)



5. How to find assigned seats (*Color-coded name cards or sheet music labeled with student names on chairs*)



Rehearsal Structure:

FTL (follow the leader)

ATB (around the band)

Lex's (lung exercises)

Function Chorale, #2 - Basic Change
(Integrated into Repertoire)

Band Dominoes

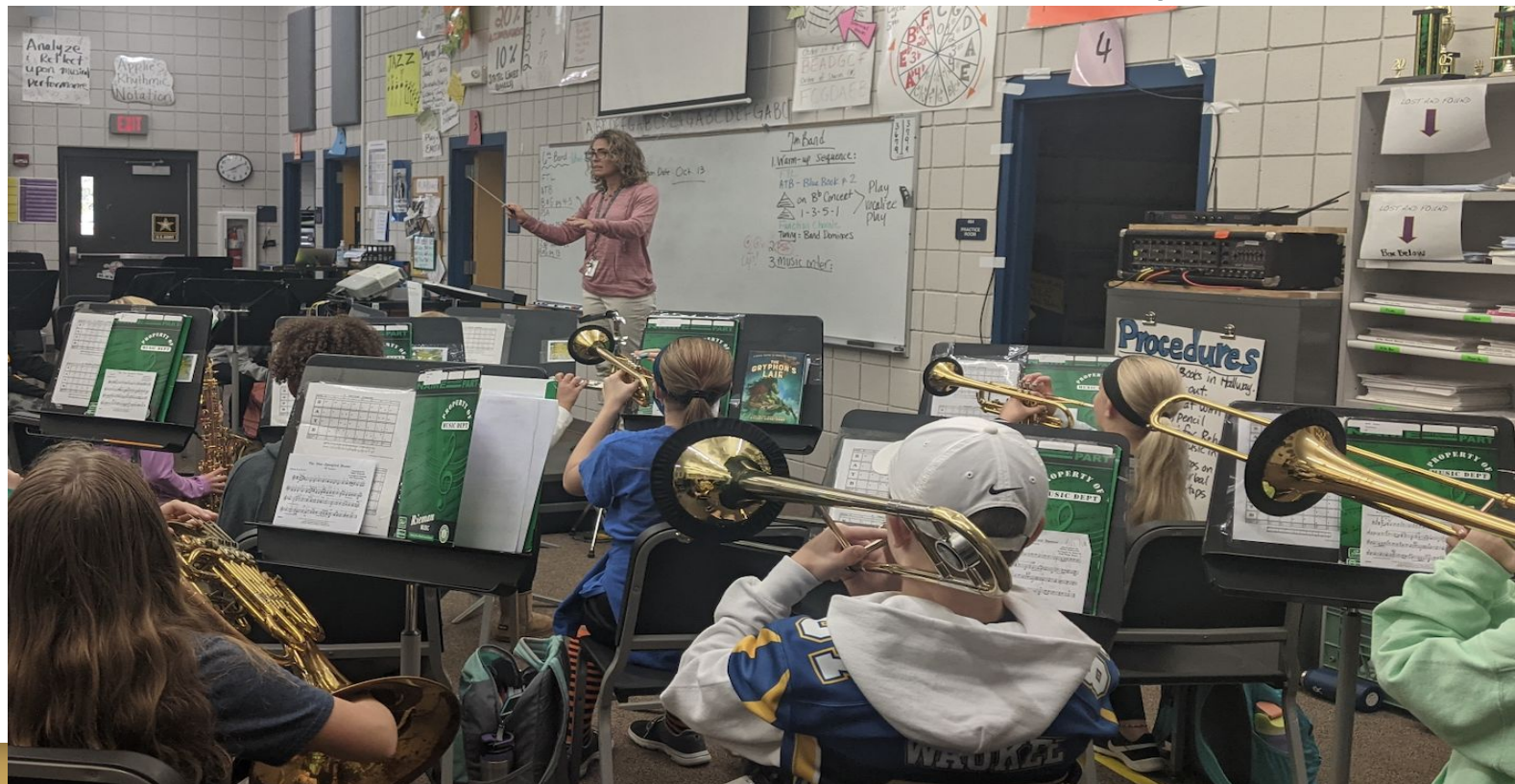
Student Created Warm-ups

Fundamental Rhythm Drills (ROTD)

Concert Music

Now...Let's Put It All In Action!

Follow the 7th Grade Band Rehearsal Example.



7th Grade Band Rehearsal Example

1. FTL / PSA

2. ATB (72 bpm)

Tempo may vary according to where we are in the school year or what pieces are being rehearsed that day.

- a. p.2 – ATB on Bb Concert
- b. Lex's /Pinwheels (4 in 4 out)
- c. p.2 – ATB with Pyramid Chords (1-3-5-1)
- d. p.6 – “Band Yoga”

Page numbers reference *Foundations for Superior Performance Books*.

3. Function Chorale

#2 - Basic Change (All keys can be used)

- a. Repeat for Phrase Clarity
(4 mm vs. 8 mm)
- b. Build first block for balance & blend
(reference Pyramid of Sound)
- c. Repeat for Dynamic Contrast
(level 3 to 8 back to 3)
- d. Repeat for varying styles via conducting techniques

4. Band Dominoes

Plugging each student's sound into their neighbor's sound - *by “sneaking in” or pretending they have “band ninja” capabilities.*

5. Student Created Warm-ups

- a. Based from established warm-up routine
- b. Formulated from musical context

Student Created Warm-Ups

Concert Band Performance Critique

Student Q

Instrument: Perussion

Exceeds

Write down your critique of the band's performance specifying locations in the music (where you performed well or where you need to improve) and musical elements (notes, rhythms, pitch, balance & blend, articulation, phrasing, style, using the pyramid, etc.) Use specific measure numbers to explain your answers.

	XXXXXXXX XXXXXXXX	XXXXXXXX XXXXXXXX
Critical Comments about MY Performance	on my triangle part I need to get on track faster.	me and Owen need to stay together. Sometimes we get off. TEAMWORK!
Revisions and Practice Plans for MYSELF	measures leading up to the part where I play = air stick it. Go home and practice rhythm with metronome (fast-slow-fast)	count out loud so both of us know what's going on. and look at Ms. Crandell
Critical Comments about our Band's performance	We need to articulate the rhythms — especially ♪ ♪ ♪ > ♪ ♪	need to listen for dominant part — if it's you, be louder, if it's not you, be softer! Excellent and clear thoughts!
Revisions and Practice Plans for the whole Band	play (♪ ♪ ♪ > ♪ ♪) as a whole group and then play it by instrument group. Decide which instrument group has the best articulation, have them play it, then the rest of the band play. Cool IDEA! Yay! we did this on Friday (4/20) morning!	play through song → only play if you are the dominant part — (see who knows when/where they are melody)

6. ROTD (6th Grade Example)

- a. Count & Clap (*repeat for rhythmic accuracy*)
- b. Repeat on Bb Concert Note
- c. Play Rhythm with designated scale degrees in the key of Bb Concert
- d. Say the articulations, then play the articulations using designated scale degrees

The Codebreakers, by Mollie Budiansky (C.L. Barnhouse Company)



- a. Count & Clap (*repeat for rhythmic accuracy*)
- b. Repeat on Bb Concert Note
- c. Play Rhythm with designated scale degrees in the key of Bb Concert
- d. Say the articulations, then play the articulations using designated scale degrees

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- c. Play Rhythm with designated scale degrees in the key of Bb Concert
- d. Say the articulations, then play the articulations using designated scale degrees
- e. Add dynamic contrast (*standard dynamic abbreviations and numeric values*)

Dreams of Victory, by Matt Conaway (C.L. Barnhouse Company)

7. Concert Music

Implement the Function Chorale schematics into learning harmony parts of selected concert band literature. Example: m. 110 – 113, Hypnotic Fireflies, by Brian Balmages (*used with permission*).

Function Chorale Concept Integrated into Repertoire

	m.110	m.111	m.112	m.113
Flute	A ^(tr)	A	A	A
B.cl.	F	A	D	F#
Horn	F	E	D	C#
Bone1	C	C	A	A
Bone2	A	A	F	F#
Baritone	C	E	A	C#
Tuba	F	A	D	F#
Vibe/chimes	A	A	A	A

	<u>m.110</u>	<u>m.111</u>	<u>m.112</u>	<u>m.113</u>
S	3	3	3	3
A	5	7	1	#5
T	3	5	3	3
B	1	3	6	#1

Many Thanks.....

