



HABITS
UNIVERSAL

TEACHING THROUGH RAIN, SLEET, SNOW AND A 7TH GRADE FIRE DRILL

Individual Assessment through Games for Beginning Band



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TEACHING THROUGH RAIN, SLEET, SNOW AND A 7TH GRADE FIRE DRILL

This clinic stresses a classroom organizational and management technique which monitors individual progress regardless of instrumentation, class size or varying ability levels of the students. While using many of the materials, method books, and music currently found in today's music classes, this sequential approach is directed toward the teaching of music fundamentals.

THE PASS-OFF ROUND

1. Group Participation

Pass-Off's order has the chairs set up in straight rows of up to 10 chairs depending on the class size with students sitting in numerical order of their completed exercises. (Students do not sit in sections as the number of complete exercises determines their placement in the rows) * Concert order has the chairs set up in curved rows around the podium where the students sit in sections.

Example:

1. Student A (trombone) is on Exercise 14 - New Note (Concert Bb)
2. Student B (tuba) is on Exercise # 16 Pentastic
3. Student C (clarinet) is on Exercise #17 Concert Bb Pentascale
4. Student D (saxophone) is also on Exercise # 17. Concert Bb Pentascale
5. Student E (flute) is on Exercise # 18a. Hot Bundt Cakes Duet

Pass-Off Round Begins (Group plays every 10 to 15 seconds)

1. Everyone plays Exercise #14 - New Note Concert Bb

(The playing serves as a model for some students while acting as a review of music fundamentals for the more advanced students.)

2. Next, Student A (trombone) plays Exercise # 14 while the other students listen to the performance and silently practice Exercise # 14.

3. Everyone plays the Exercise # 16: Pentastic
4. Next Student B (tuba) plays Exercise # 16, while the other students listen to the performance and silently fingering Exercise # 16.
5. Everyone plays Exercise # 17: Concert Bb Pentascale
6. Student C (clarinet) plays Exercise # 17 while the other students listen to the performance and silently fingering Exercise # 17.
7. After Student C (clarinet) plays Exercise # 17, Student D (saxophone) also plays Exercise # 17 while the other students listen to the performance and silently fingering Exercise # 17.
8. Everyone plays Exercise 18a Hot Bundt Cakes Duet.
9. Student E (flute) plays Exercise # 18a while the other students listen to the performance and silently fingering Exercise # 18a

(This pattern continues through the order until all students have had one turn during the pass-off-round.)

REGULAR ROUND

The pass-off method can be used in a variety of ways. If the class is of reasonable size, the regular round can be used daily. Students can continue to play in a round as long as they keep passing off and stay on the current pass-off exercise. When the round arrives at the exercise of a student or students, they will play their exercise first with the entire group and then play the exercise alone.

If an exercise has a repeat sign the group will play the first time through the exercise, leaving the individual student to play the repeat of the exercise. This process keeps the class moving quickly and the avoids a second count off by the teacher or restarting the accompaniment track.

If a student successfully passes off an exercise the teacher will either notate the credit for that accomplishment in the student's book or pass off chart by placing a large P by the exercise with the day's date and their initial. P 12/19/2024 MW.

If each student has a personal book, I place the **P** just past the exercise number and Title. It is an easy way for the parent, teacher and student to see how often the student is passing off their exercises. If the students used Music First, Make Music or a flip grid they may pass-off some exercises that way. I still mark their books or pass off chart. This visual guide gives the teacher and parents a timeline of the student's progress.

Example:

1. Student A (trumpet) is on Exercise 26.
2. Student B (oboe) is on Exercise 27.
3. Student C (Horn) is also on Exercise 27.
4. Student D (bassoon) is on Exercise 29
- 5.

The round starts with the entire group playing Exercise # 26. Jubilee

1. Student A (trumpet) successfully plays exercise #26 and receives a pass-off.
2. The round continues with the entire group playing Exercise # 27. Skips
3. Three students (A, B, and C) are on this exercise and will each have a turn to individually play Exercise # 27. Skips
4. Student B did not pass off the exercise and will remain on Exercise # 27
5. Students A and C successfully passed-off Exercise #27. Skips

(Student A and C are now on Exercise # 28. Beethoven's Joy for their next turn in the round.)

6. The round continues with the entire group playing Exercise # 29 Brightly Shinning
7. Student D (bassoon) successfully plays Exercise # 29.

- Use a student to run the sound system for the class. Our DJ. starts the accompaniment recordings for all exercises. This allows the teacher to stand near the students when they are attempting a pass-off.
- When the entire group is playing the next exercise with the recording, the teacher can quickly sign a student's book with a pass-off P, date and initials or if there was a mistake, quickly show them the error and how to fix it. This process allows the class to keep moving.

The new Pass-Off Seating order is now:

1. Student B (oboe) next pass off is Exercise # 27.
2. Student A (trumpet) next pass is Exercise # 28.
3. Student C (horn) next pass off is also Exercise #28.
4. Student D (bassoon) next pass off is Exercise #30

Second Round for this class:

1. The round starts with the entire group playing Exercise # 27. Skips
2. Student B (oboe) successfully plays Exercise # 27 and receives a pass-off.
3. The entire group plays Exercise # 28. Beethoven's Joy.
4. Students A, B, and C will each have a turn to individually play Exercise #28.

Individual Student Participation

Student plays pass-off exercise with entire group.

When a students perform a pass-off exercise they observe the following guidelines:

- 1 Student starts at the beginning of the exercise.
- 2 Student plays through the exercise to the end with no. stops or replaying portions of the music. Student observes all repeats and 1st and 2nd endings.. Performs with: Correct posture (body, hand, instrument), embouchure, breathing, pitch, rhythms, articulations & dynamics, etc.

3 Performance Outcomes:

- a. Student plays song correctly on the first attempt and receives a pass- off for that exercise.
- b. Student makes a mistake and "buys" an extra turn with an "ET" coupon and then plays song correctly.
- c. Student makes a mistake, "buys" an extra turn with an "ET" coupon and still plays song incorrectly.
- d. Student makes a mistake and does not use a coupon.
Turn is over and pass-off round moves to student on the next exercise.

An ET or extra turn is earned for each 30 minutes of practice. Students turn in a practice note signed by the "consenting adult of his choice. This ET can be used once per exercise. An ET can also be earned by writing a report on a composer, attending a pre-approved live concert, or viewing a video on music. With the use of the ET coupons the responsibility for a second chance to perform an exercise correctly is controlled by the student.

Teacher's Participation

The teacher starts round by asking Student A the number of the exercise they will perform.

(By starting with the student closest to the beginning of the book, these songs can also serve as a warm-up or a review of materials for the more advanced students in the class.) A round is complete when every present student has had the opportunity to have a turn. If a student is absent or unable to play, I do not make up missed opportunity to perform. I offer "free" pass- off times before and after school several days each week. Students may use the "free" pass- off times to receive more chances to complete an exercise they did not pass off or to pass off more songs.

Teacher starts song with a count off or a musical introduction.

Teacher monitors Group performance.

1. Observing active participation.
2. Reminding students to use Correct posture, breathing, etc.
3. Giving help to students who are playing incorrectly.

LIGHTNING ROUND

This type of round can be used when there is only a limited amount of time for a pass-off round.

The student is allowed only one chance to play their exercise. Student may not buy an extra turn on this type of round. A SUPER LIGHTNING Round is played without the group performance of the exercise. Students must be ready for the count off. No hesitation, ready play! The teacher can use this round the last few minutes of class. If the class is small enough, everyone can have one last chance to play that day.

PARTNERSHIP PASS-OFF

Two or more students are involved in ensemble playing. The student playing the melody line of the ensemble will receive the pass-off. The student or students playing the other lines will receive an extra turn for their participation in the ensemble. This process is a good tool to stress ensemble balance and blend.

PARTNER PICK

When students pass-off their assigned exercise for the round, they may pick another student in their class and give them a "free turn" to play their next pass-off. This round is a bonus turn for the chosen students. If the chosen students play their exercise correctly, they receive a "free" pass-off, and the first student receives an extra turn (E.T.) coupon. This game allows the more prepared students to move faster through their exercises without the teacher giving them an extra pass-off turn. The prepared students will usually be picked because of

the assumption that they will compete their pass-off, and the first student will acquire a "free" E.T.

We also use this "game" to help students who need more chances to play their exercises correctly. Once I had a student whose grandmother had passed. Michelle and her mother had to go to California to deal with the funeral preparations and deal with her grandmother's possessions. Michelle missed three weeks of school.

When we played Partner Pick. Most of the students picked Michelle to receive and extra turn so she could catch up with the group. (Loved those kids for such kindness to Michelle.)

LAS VEGAS

The students may select any exercise that they have not passed off. The students may bet up to five extra turns that they can successfully pass-off the exercise. The teacher will lay "odds" on the bet.

Example: Students could bet 2 extra turns that they can pass-off Exercise # 94. Dorian Dance. The teacher, knowing the difficulty level of the exercise and the ability of the students, will place an odd of 4 on the bet. The students could earn 8 extra turn coupons if they pass off the exercise or could lose the 2 extra turns if they were not able to pass off the exercise. This approach is a good change of pace game for a student who is "stuck" on an exercise or has just arrived at a difficult exercise.

TEAM COMPETITION

Divide the class into two or more teams. Teams should have equal number of woodwinds, brass, percussion instruments, as well as male and female players. A point system may be set up by the teacher and class. Examples: 2 points for the most exercises in the book. 5 points for difficult exercises. 10 points for scales played by memory. Students may earn points for their team by attending concerts; watching video programs; writing reports on instruments, composers, etc. The teacher can award "team" bonus points when all team members are

involved in the silent practice while an individual is playing. Good posture, hand position, tone quality are often given bonus points. The team with the most practice notes turned in receives bonus points. Points can even be acquired by being the first team set up and ready to play with all members in their place. (The team captain will raise their hand with great dignity and calmly notify the teacher of this auspicious achievement).

AN ESSENTIAL ITEM FOR ALL BAND ROOMS IS A TIMER for Team Competition

The timer is set to ring every 1 to 5 minutes throughout the class. If the timer goes off while an exercise is being performed, then that exercise could be worth between three and five time more points for the performer's team. If the timer goes off between teams, the bonus points go to the next team, provided the student passes off their exercise.

BAND SQUARES

This game is set up like tic/tac/toe and Hollywood Squares. Nine students set up the board. They sit in three rows of three. Draw a tic/tac/toe grid on the chalk board. Two students are chosen to be the players. Assign player one the X and player two the O. When the player chooses a student who can successfully play his pass-off exercise, the appropriate X or O will be placed on the corresponding tic/tac/toe board. If the chosen student passes-off their exercise, they will leave the Band Square set up. A new class member will now occupy the vacated spot on the tic/tac/toe board. This procedure will continue until the game is won or tied.

LET'S MAKE A DEAL!

If a student can play their pass-off exercise correctly, they may choose to play "Let's Make a Deal".

This student will choose Door # 1, Door # 2 or Door #3. Behind each door is a different "prize".

Free Extra Turns, or Loss of Extra Turns, a melody line to a popular rock tune or commercial, or "silly" tunes like nursery tunes. Another option could be a turn where a student could play as many songs as they could play until they make a mistake. Another prize is a free 30-minute private lesson with the teacher.

BAND BASEBALL

Divide the class into two teams (The Braves and someone else).

Set the room up like a baseball diamond. Place a chair and a stand where first, second, and third base should be on a diamond. The teacher's podium serves as home plate. There is also a chair and stand for the "on deck" player for each team. The team captain for each team sets up their teams "batting" order. Students can play up to 4 exercises in this game.

The class is divided into two teams. They sit in two straight rows on either side of the baseball diamond.

Remember the most important rule: Don't argue with the umpire (the teacher).

Example: Student 1 plays their first exercise and moves to the first base chair and stand. At this point they can choose to stay or play another exercise to move to second base. If the student plays their second exercise correctly they will move to second base. Same choice for 3rd base and home plate. However, if the student makes a mistake and is not able to complete the song using an extra turn, the student's turn is over, and the team has acquired their first out. Three outs and the other team comes to bat. MAIN RULE: No arguing with the umpire or YOU'RE OUT!

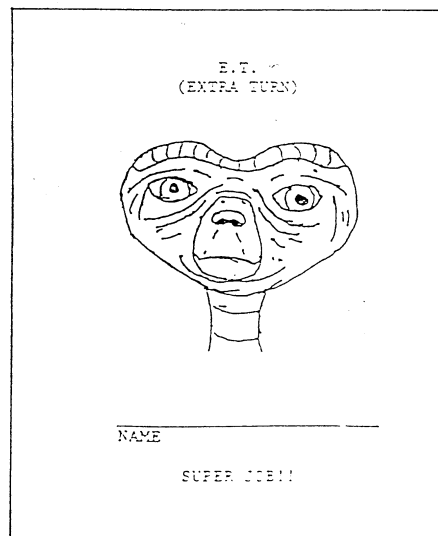
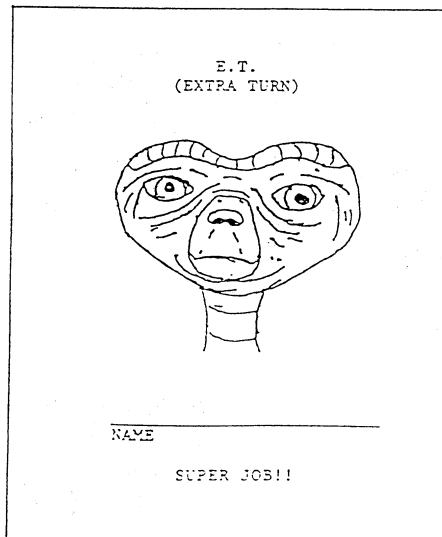
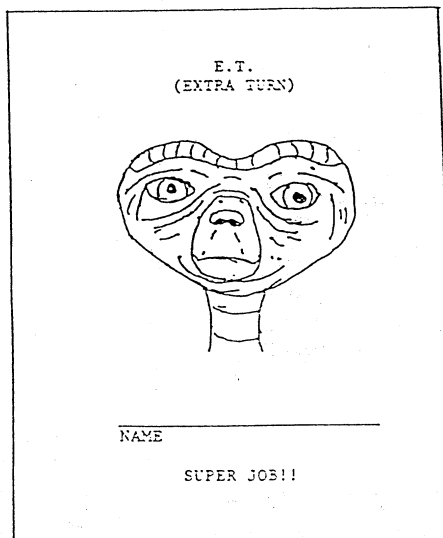
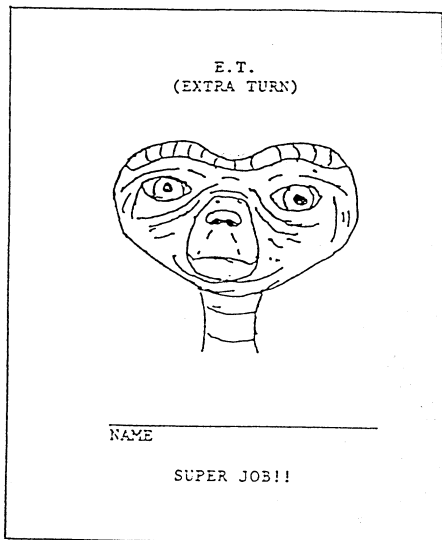
GRAB BAG

Fill a bag with questions that when answered correctly can earn the student extra turns, an actual pass-off, or extra points for their team. Example: Students may be asked about Key Signatures, or musical terms. They may be asked to play a certain exercise or play a scale or passage from their concert music. They could be asked who composed the piece "Three London Miniatures"? Who composed the piece "In the Shining of the Stars"? Who composed the piece "Under Three Flags"? Who composed the piece "Cobb County Festival"?

SUMMARY

With the pass-off method everyone is involved during the entire class. The student will be playing the line with the group, or they will be involved with silent practice while another student is playing for a pass-off. On the average, the group will be playing every 10 to 30 seconds. Students will play review materials, current materials and new materials during each pass-off round. Today, in our quick fix, instant results from computers, TV remote control buttons society, students have few opportunities to practice mastery by practicing a song, or concept over and over until they achieve mastery. The pass-off system offers this opportunity to the students.

Repetition is the key to mastery.





**EXTRA
TRY**



**EXTRA
TRY**



**EXTRA
TRY**

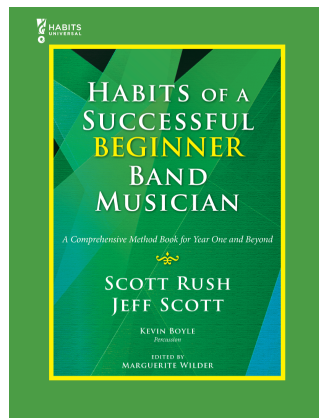
Mrs. Wilder is widely recognized as a conductor and clinician, having conducted All State and Honor Bands throughout the United States, Canada, Europe and Australia. Serving as a resource person for in-service sessions, she works with both local and regional school systems and universities. Her clinics on Motivational Techniques for the Beginning Band are often featured at state and national conventions

Marguerite taught middle school band at the following schools: The Lovett School, Woodward Academy and Tapp Middle School.

Mrs. Wilder is a contributing editor for the books: *Do It Band and Recorder Methods* by James Froseth; *Habits of a Successful Musician* and *Habits of a Successful Middle Level Musician* and is one of the authors for *Habits of a Successful Beginning Band Musician*. She is a contributing author for *Teaching Music through Performance in Beginning Band, Vol. 1 & 2*: and *Teaching Music through Performance in Middle School Band*; GIA Publications, Inc.

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