



**Hands, Hearts, Minds:
Engaging All of it in Band!**

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Contents: “What”

- National Standards: comprehensive, inclusive, conceptual, stagnant if not enacted upon
- What do we do well? Performance
- Other areas of focus can help us to enrich the experience for our students

Process: “How”

- Content primarily performance-focused
- Elements outside of “re-creative” performance content generally sparse
- Students receiving more comprehensive experience transfer knowledge better
- Directors tend to rely on directives
- Higher order skills development largely ignored
- Younger the student, the more we talk

Multiple Dimensions of Music Learning

- Comprehensive music teaching – focus on elements that increase understanding and performance
- Deepens the Music Experience
- Performance - an end *and* means
- Not enough time? We don’t have time *NOT* to teach this way

Read Between the Lines and Beyond the Staff

- What do lesson & performance material tell us?
- Increase understanding through additional listening – other music by that composer
- Find familiarity in order to enrich
- What makes the other works interesting? Use listening opportunities to reinforce concepts.
- Have students use general, specific, and musical terms when describing what they hear – apply to their own performance in transfer tasks
- Challenge students to identify elements that are specific to this work and that can transfer to

their own music

- Focus on sociological and historical connections in order to bring “old” music to life and give it modern relevance

When There is No Music to Read

- Instrument exploration is critical
- Begin in small increments
- Build by successive approximations
- Take it higher (and lower)!
 - Embouchure
 - Air
 - Fingerings
- Same or different?
 - What does it take to play louder? Softer
 - How long can I hold that note (and keep a good sound)?
 - How short can I make that note (and keep a good sound)?
 - Can I put these things together?
- What’s the roadmap?
 - Moving by step
 - Moving by leap
 - Steps and leaps coexisting
- Rhythm improv:
 - lay down tempo, meter
 - other parameters to reinforce current musical focus
- Add ONE note
 - couple with rhythmic ideas
- Expand ideas
 - more notes, rhythmic ideas
 - greater exploration
 - controlled
- Record, record, record and then...
- Listen, listen, listen
- Critique: allow them to have informed opinions
- Follow up: implement ideas from critique
- Choose, notate, arrange, share, perform

Creating – Part of ReCreating!

- Everyone can and should compose
- Rely on familiarity – use what students know as a starting point
- Take time in lessons to identify techniques
- YOU have the tools – open toolbox for students
- Guide and help to capture
- Expand performance possibilities
- Identify Compositional Elements
 - Tempo
 - Dynamics
 - Articulation
 - Melody (and harmony)
 - Tonality
 - Contour
 - Folk song
 - Key
 - Meter
 - Phrase length
- Use familiar elements in new ways – transfer!
- Compare and contrast
- Start simply - ensure success, help motivation
- Provide a roadmap
- Notate using known elements, created elements
- Recreate in performance
- Joining forces – group project and performance
- Featured composers performance

Listen and Critique: What They Think Matters!

- Listen to music they play
- Themselves performing
- Others performing on their instrument
- Their own music
- Practice/rehearsals
- Performances
- Musical elements
- Musicianship
- Style
- Expression
- Compare and contrast
- Transfer!
- Must be engaged in the activity – directed!

Uncover Secrets of the Score

- What does the composer/arranger say?
- Use that information to help you do your homework
- Internet resources, printed resources,

- composer, other teachers, mentors
- Develop materials that you can use again
- Incorporate this “data-mining” with your own score study
- What is the harmonic progression?
- How does the melody move?
- What do the inner lines say?
- Connect all of this information to your supplemental instruction materials
- Develop your performance cycle teaching plan to include some of these aspects – build in time
- Create a habit by starting a habit



***WE Get to Choose and Deliver the
Richness of the Experience!***