

# BEGINNING BAND BASICS:

DAILY WORKOUTS AND TECHNIQUES  
DESIGNED TO ENERGIZE AND MOTIVATE  
THE BEGINNING BAND STUDENT

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# BEGINNING BAND BASICS

## DAILY WORKOUTS AND TECHNIQUES DESIGNED TO ENERGIZE AND MOTIVATE THE YOUNG BAND STUDENT

### BREATHING BASICS

- 1) Breathing = Movement
- 2) Balance is required for movement
- 3) 5 Minute Daily Workout for Beginning Band Students
- 4) Stretch, Workout & Flow

### THE IMPACT OF DAILY BREATHING WORKOUTS

- 1) Arizona State University Doctoral Study (10 week study)
  - 1st group: 5 minutes of breathing before working out of the Essential Elements book, each day for 10 weeks.
  - 2nd group: no breathing & moved right into work out of the Essential Elements book, each day for 10 weeks.
  - Results after 10 weeks:
    - Band doing breathing exercises progressed to expectations of week 16 or 17
    - Band not doing breathing exercises progressed to expectations of week 9

### THE IMPORTANCE OF DAILY ROUTINES

- 1) Prevent bad habits
- 2) Review all learned notes daily as part of a warm-up
  - Helps students build confidence on note reading and tone production right after establishing a good air flow in the breathing exercises
  - Build on your warm-up throughout the year as new notes are learned
- 3) Rhythm Reading incorporated into the warm-up

### THE IMPORTANCE OF INDIVIDUAL ASSESSMENT

#### *WITHOUT INDIVIDUAL ASSESSMENT...*

*Students can develop bad habits that WILL stick with them*

- 1) Lack of Breath Support
- 2) Improper embouchure
- 3) Lack of ability in reading notes and rhythms
- 4) Poor tone and technique
- 5) Bad habits will lead to a feeling of failure, causing students to want to quit.

## WITHOUT INDIVIDUAL ASSESSMENT...

*Gifted and talented students in need of a challenge may*

- 1) Become bored or frustrated
- 2) Lose motivation
- 3) Feel band is a waste of their time and want to quit

## TEACHING STUDENTS HOW TO PRACTICE

*Director approach to practicing*

- 1) Break music down into smaller sections, or “Chunks”
- 2) Focus on the harder measures first
- 3) Don't just run through the music
- 4) Be patient

*Student approach to practicing*

- 1) Run through a whole song over and over, making the same mistakes each time
- 2) Play until you make a mistake and then give up

## MOTIVATION OF BEGINNING BAND STUDENTS

*Students are Motivated by*

- 1) Working on something THEY like to play
- 2) Formal recognition for their accomplishments
- 3) Friendly competition between classmates (some students)
- 4) Physical rewards (gifts, incentives, etc.)
- 5) Having ownership in their learning
- 6) Instant gratification

*Quick Success is the Key to Motivation*

- 1) Outsmart the students! Find out what makes them tick!
- 2) Show students you care
- 3) Call home when they accomplish something big- call while they are with you
- 4) Tell students you are proud of them... often
- 5) Find a way to help students feel success quickly so they know they CAN be successful and so they want more success.
- 6) The simplest way is usually the best way (K.I.S.S. method)

## TEACHER EVALUATION EXPECTATIONS

- 1) New Teacher Evaluation Expectations throughout the country
  - Directors NEED ways to assess students quickly and effectively
- 2) Teacher Perspective
  - “I don’t have time to listen to all my students”
  - “Individual Assessment/Differentiated Instruction is too overwhelming”
- 3) Make your job EASIER

## METHODS FOR TEACHING STUDENTS HOW TO PRACTICE

### “CHUNKING” FOR BEGINNING BAND

*“Chunk” learning by teaching only 1 or 2 new concepts*

- 1) *makes learning each exercise easy*
- 2) *makes it easy for students to achieve success quickly*
- 3) *motivates students to move on to next exercise and experience more success*
- 4) **MAKES ASSESSMENT/DIFFERENTIATED INSTRUCTION EASY FOR YOU!!!**

## DIFFERENTIATED INSTRUCTION

### HOW TO TEACH STUDENTS ABOUT DIFFERENTIATED INSTRUCTION

- 1) The Golden Rule of Band
- 2) “Getting to the desk” demonstration- interactive

## GOAL SETTING

- 1) Important for students to set weekly goals for themselves
- 2) Allows students to take ownership in their learning
- 3) Directors guide student goal setting
  - goals must be measurable
  - goals should promote student growth
  - goals should be reasonable and challenging

## TEACHING RHYTHM THROUGH CHUNKING

### DIFFERENT WAYS TO “CHUNK” RHYTHM

- 1) Counting and Clapping
- 2) The “Chunk Clap”
- 3) Incorporate breathing/wind pattern
- 4) Playing repeated note or scale pattern
  - important to internalize rhythm

### QUICK ASSESSMENT!!!

- Each student can be assessed in about \_\_\_\_ seconds!

## TEACHING NOTE-READING THROUGH CHUNKING

- 1) Evaluate student note-reading through short Chunks of a melody or scale pattern
  - Speeds up student success
- 2) Director may have students play a Chunk forward or backward to ensure students are reading notes and not just learning aurally.
- 2) Differentiate learning
  - Different Chunks for each instrument to make learning section-specific
  - Students work at own pace
- 3) Chunks to be used for individual assessment only
- 4) Teach students to use a fingering chart to “be an investigator”

## INCORPORATING BREATHING THROUGHOUT YOUR REHEARSAL

- 1) Beginning players struggle with phrases/connecting notes
- 2) Air flow exercises will help improve phrasing and dynamics

## TEACHING DYNAMICS & ARTICULATION

- 1) Simplify how you teach dynamics & articulation
- 2) Dynamics use scale from 1-10:

$p = \_ / 10$      $mp = \_ / 10$      $mf = \_ / 10$      $f = \_ / 10$      $ff = \_ / 10$

- 3) Monitoring with wind (self check)

## PERCUSSION DYNAMICS

- 1) Dynamics taught using inches:

$p = 3$  inches    $mp = 4$  inches    $mf = 6$  inches    $f = 9$  inches    $ff = 12$  inches

## BREATHING/ARTICULATION

- 1) Breathing Exercises incorporating ARTICULATION

## MOTIVATIONAL TOOLS

- 1) "Caught Doing Good" Raffle Tickets
- 2) Rewards/Incentives for reaching individual goals

## GET CREATIVE

*Set Daily/Weekly Goals!*

- 1) Do at least 5 minutes of breathing each day
- 2) Assess your students at least 15 minutes a week
- 3) Put students in groups by ability or partner students to help one another
  - Students with strengths help those struggling in those areas
- 4) Working together will help reinforce the GOLDEN RULE OF BAND
- 5) Will build a sense of teamwork and a better bond between your band members

## BENEFITS OF PROPER BREATHING

- 1) Better fundamental tone
- 2) Better tuning, blend and balance
- 3) Better phrasing
- 4) New concepts learned more quickly, due to good tone production
- 5) Overall better band experience

## BENEFITS OF DIFFERENTIATED INSTRUCTION

- 1) Quicker learning of music by students
- 2) Better retention of knowledge by students
- 3) Better retention of students in your program
- 4) Students learn how to work together to help each other
- 5) Students learn notes and rhythms allowing them to achieve far beyond their normal age level
- 6) Better habits are formed from consistent assessment
- 7) Director is aware of all students' strengths and weaknesses
- 8) STUDENTS ARE EXCITED ABOUT BAND!!!

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