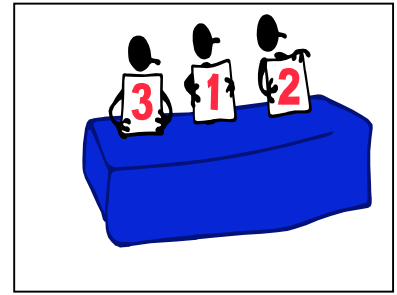


Recipes for Success

In the Classroom, on the Concert Stage and at Festival



*Presented at the 2008 Midwest International Band and Orchestra Clinic
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Sponsored by the Eastman Music Company

Success starts at the beginning of the year

Know your _____

List the _____ and _____ of your group

Do you have seasoned soloists that you wish to feature?

Create a back up plan for eligibility

Consider _____, _____, _____

Make sure they have left and right hand skills to be successful with the pieces you select throughout the year- IOW teach technique prior to the piece

Plan the _____ - introducing _____ early with the goal of refining those skills for contest

COMMON MISTAKES

Music Selection:

Know the _____ if programming for contest

When in doubt- be _____

Choose contrasting styles, historical time periods--showcase their _____

The younger the group- more blocked/homophonic

Evaluate abilities to _____ play in set keys and styles

Respect the **appropriateness** of the performance-

Contest: Avoid _____ music, extended pizzicato sections, _____

Concert: What is the _____? Keep it _____.

COMMON MISTAKES, Music Selection, Continued

Utilize all _____ important to the _____ of the music, ie finger cymbals, piano, percussion, etc.

The performance is a test of elements that have been learned so figure out the goal for each concert/contest in advance. No less than a professional assessment is demanded of you, and your student's achievements to reach those goals.

_____ of parents vs. _____ of students and parents.

Some pieces may need to be explained to audience for them to comprehend what is being achieved in the performance.

Score and part preparation- In _____, before you pass out the music

Make a one page synopsis of key terms, elements, period of music

Divide into _____ and _____ hand skills

Create warm ups

Determine bowings- on, off, style, placement, marked in music

Assume a standard of a _____ playing—how would _____ play it?) Play through all the parts.

_____ practice

When to leave the land of _____-internalizing the pulse

Knowing the structure of the music and how it affects your rehearsals

Mark the parts _ _ _ _ _ you pass out the music

Teach rhythm everyday- but with _____ in mind

Rehearsals with a _____ (intensity to rehearse as tho the performance is tomorrow)

Less _____, _____ more

Pacing of instruction/skills over a per week time-frame

Teach from _____ to _____, with weekly goals in mind

Adjusting your priorities

Setting high standards of % of _____ and _____ accuracy

Tenacity with a smile and humor

Help them feel a sense of _____ and accomplishment even when it's not 100%

Target Goals (Priorities)

Skills	Week 7	Week 6	Week 5	Week 4	Week 3	Week 2	Week 1
Notes							
Rhythms							
Shifting							
Style							
Tone Quality							
Bow Speed/Placement							
Tempo							
Blend							
Balance							
Phrasing							
Dynamics							
Vibrato							
Musical Flow							
Director Following							
Heart Playing							
Music History							

CONTEST or FESTIVAL Specific:

Sight-reading

Instruction:

Know the _____ - plan your pacing of instruction and instruct expectations in advance (divisi, use of positions, cued notes)

Do you have a list of criteria available that music is selected from? Keys, rhythmic values, time signatures, length?

What are your _____ restrictions?

Student leader assignments- key, time, road map, style, dynamics, tricky elements

Performance:

To _____ or not to _____, that is the question

Verbal prep okay but is it _____? Consistency counts

_____ signs for - repeats, road maps, key changes, tempo, style

Preparation of the judge's packet

The week before contest-

Filling out appropriate forms – Make a _____ of all forms (for your sanity)

Familiarize yourself with adjudication regulations

_____ **meets opportunity**

Original scores, clean scores, numbered measures

TUTTI, Concert and Festival--Details that make a Difference

Pre and Post Event Notifications

Calendar of Events- pre contest, clinics, concert, times, sites

Fine Arts Director, Principals, Newspapers, School announcements, yearbook,
pictures,

Booster Club email/newsletter

Logistical arrangements

Written _____ of every detail- to:

parents, students administrators, cafeteria, nurse

Excused absence lists- teachers, attendance clerk

___ ___ ___ ___ reserved and confirmed

Chaperones confirmed- _____ communicated

Emergency repair kit- strings, bridges, tuners, rockstops, dollar bill, socks

Extra ___ ___ ___ ___

Student and Director Stage Appearance

A _____ focuses the attention to the music

Tennis shoes? White Socks? No socks? Gum? Ironed shirts? No tummies, underwear, slits,
short tight dresses

Alignment of chairs-

Instrument position- cello and basses

No _____ allowed- sheet music, tuners, rosin

On-Site Behavior

Before, during and after performance

Establish a standard from day one for rehearsals and _____

How to be a respectful _____

Expectations of parent chaperones to be the _____ and ears of the director

Communication of details

Protocol for loading instruments- _____ first

Concert Performance

Open strings not in tune- we recommend a

Judging criteria- fundamentals of a good performance

Tone quality

Intonation

Balance

Blend

Musical expression

Tempo markings

For Fun- extended learning- only possible with wise programming

Make a list of musical terms- create games, quizzes etc

Put the music in a musical history time frame

Assign a music internet search on the composers

Have students highlight interesting facts on their printout

Dig up dirt- what composers were friends or enemies

Learn about the musical structure of the music

Have them find an original recording of the composition

Compare original to arrangement and listen for differences

Teach students how to read a conductor's score and how to conduct the
musical elements with others following them

Have them create a story line with melodies/styles they are performing

Create characters, plot; draw a cartoon

Contest To Do's-in chronological order—Feb Example

	Timeline	Date Due	Date Done
Schedule Pre-Contest	Aug	_____	_____
School Calendar	Update as needed	_____	_____
Schedule Clinicians	Sept/Oct	_____	_____
Selecting the Music	Nov	_____	_____
Score Preparation	Nov	_____	_____
Preparing the parts	Nov	_____	_____
Purchase Order (for contest fee)	Nov	_____	_____
Ordering Judges Scores	Dec	_____	_____
Submitting Paper Work	Dec/Jan	_____	_____
Notify local newspapers (pre and post)	Jan/Feb	_____	_____
Booster Club email	Jan/Feb	_____	_____
Pictures	Jan/Feb	_____	_____
Contest Scores, numbered	Jan/Feb	_____	_____
Bus Requests	One month	_____	_____
Notify Parents	One month, 1.5 wks	_____	_____
Arrange for chaperones	One month	_____	_____
Calendar of Events	Update as needed	_____	_____
Notify Teachers	One week	_____	_____