

Middle School Band: Maddening or Magical?

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Introduction/Background

It's All About.....Transition

- ❖ **School Environment**- transition from elementary to middle school/jr. high
- ❖ **Thinking Processes**- transition from concrete to more abstract thinking
- ❖ **Physical and Psychological** – transition from childhood to adulthood

❖ **School Environment**

Grade levels – 7 through 9 vs. 6 through 8

Survey says.....

Teachers: student-centered vs. subject-centered

Ways to Show You Care:

- Learn their names!
- Be interested in students' other activities
- Birthday Board
- Brag Board
- Parent/Student Survey
- “What's In It For Me?”

Your Band Room.....

Make it a place kids want to be!

- Physical set-up
- “Safe” Environment
- Enthusiasm – it's up to you!

❖ **Thinking Processes**

“Intellectual underdevelopment” of young adolescents

Developing Higher-Order Thinking Skills In The Music Classroom:

- Keep students on task
- Phrase questions clearly
- Provide wait time
- Provide positive feedback for answers given

Encouraging Critical Thinking:

- What's new?
- Directed listening
- Evaluation

Differentiated Instruction Strategies For Band Classes:

- Allow student to go to a practice room to work alone if they are frustrated with the pace of the large group.
- Vary types of testing
- Use visual and verbal instruction
- Use singing, playing and listening activities to teach a concept

Other Strategies:

- Peer teaching
- Seating arrangements
- M & M's

❖ Physical & Psychological Transition (i.e. puberty!)

Walking Contradiction – WHY?

- Onset of puberty
- Peer Groups
- Teacher/Parent expectations
- Media

How Can We Help?

Provide guidance in:

- Decision making
- Responsibility
- Leadership

Provide modeling & support

“Art and music are the drugs of choice for millions of kids. If we expect them to say no to a chemical high, we must recognize the healing alternative: their own creativity. Demand and support the REAL anti-drug program – ARTS IN EDUCATION.”

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