

# Circle of Acceptance

## Setting Expectations for Maximum Performance Potential

What is your Circle of Acceptance? What are the expectations you set for yourself? ... for your ensemble? Manage your time and focus on key ingredients for developing maximum performance potential with your instrumental program. In this session, we will look at approaches for solving the most common wind band performance errors as identified by an adjudicator survey. We will also explore methods for engaging students in the music making process while elevating their standard of "acceptable" performance.

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1. **IF ONLY . . .**
2. **TARGET PRACTICE**
3. **PYGMALION EFFECT**
4. **5 MOST COMMON PERFORMANCE ISSUES** as identified by Adjudicators at Concert Band Festivals:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

*Less is More: Look for the Common Denominator*

### WHAT IS GOOD TONE?

Tone quality is essentially influenced by five basic factors (Jagow, 2007, p. 34):

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

**5. INTERVENTION**

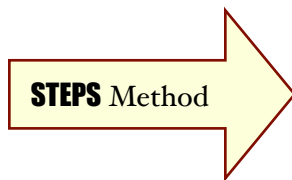
**BLEND & BALANCE**

- ▶ three steps
- ▶ balanced instrumentation
- ▶ volume & balance
- ▶ equipment

**INTONATION**

- ▶ factors affecting pitch; cause/solution
- ▶ best tuning notes
- ▶ student learning styles
- ▶ overtone tuning
- ▶ tuning worksheet

**6. EYES WIDE SHUT?**



- S** = **S**core **S**tudy
- T** = **T**swbat (**T**he student will be able to...)
- E** = know your **E**nsemble
- P** = identify **P**otential **P**roblems
- S** = identify **S**olutions to the problems

**7. PLACE YOUR ORDER**

**8. ASSESS YOUR ASSETS**

**9. SHOW & TELL**

**10. ANIMAL SCHOOL**

**11. CHOPPED!**

**12. TRUFFULA SEED**

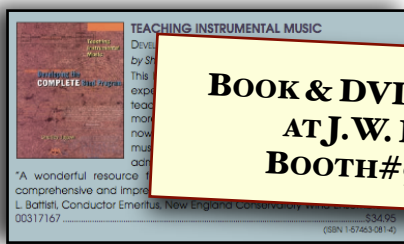
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