
*Moving Beyond the “Bag of Tricks”:
Helpful Strategies for Beginning Instrumental Music Teachers*

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LECTURE OUTLINE

INTRODUCTION

BRIAN A. SILVEY

STRUCTURING A CURRICULUM

BRIAN A. SILVEY

Knowing your musical environment will give you the information necessary to structure successful experiences for your students!

- A. Knowing Your Musical Environment
 - 1. Speak with area directors, colleagues, administrators, and previous directors
 - 2. Review past programs
 - 3. Review past performance recordings and festival evaluations
- B. Knowing is Half the Battle
 - 1. Inherited instrumentation
 - 2. What type & brand of instrument should my students use?
 - 3. Should I set limits? Yes!
- C. Evaluating Students' Musicianship
 - 1. Speak with middle school directors to assess strengths and weaknesses
 - 2. Listen to each student individually!

MUSICALLY-LITERATE STUDENTS

TERESA ELLIOTT

- A. Pedagogy: If the basics are in good shape, the music becomes a by-product!
 - 1. How exactly do we teach what we want them to know?
 - 2. How exactly will we teach it?
 - 3. How much time of each rehearsal is spent learning fundamentals vs. music for performance?
- B. Musicianship/phrasing
 - 1. Long notes have direction
 - 2. Long notes must support shorter ones
 - 3. Tension and release
 - 4. Emphasis on first note of slurs
 - 5. Phrase "across" the bar line
 - 6. The music comes from what is not on the page (of course after you are doing everything around the notes)
 - 7. Allow the music to breathe
- C. Tuning
 - 1. Tune bass voice
 - 2. Pitch tendencies of instruments
 - 3. Beatless tuning (demonstrate)
 - 4. Explain exactly how to use a tuner, including calibration
 - 5. How do I adjust my instrument to play in tune?
 - 6. Centering pitch
 - 7. Learn "bad" notes on the instrument
 - 8. Playing in tone & in tune
 - 9. How does temperature affect pitch?
 - 10. Posture and breathing/embouchure

- D. Scale study is not an option
 1. Teach the order of the sharps and flats
 2. Teach how to understand and determine the key signature
 3. Teach the circle of fourths/fifths
 4. Teach the proper spelling of a scale
 5. Teach enharmonic notes (use chromatic scale)
 6. Teach transposition of instruments (i.e. what note does the Eb alto play in concert Bb?)
- E. Teach and Re-teach

AN ENVIRONMENT OF QUALITY EXPERIENCES

SCOTT BERSAGLIA

UNDERSTANDING YOUR SURROUNDINGS

- A. Culture
 1. What is the community's definition of art?
 2. What is the community's general opinion of the arts?
 3. What is the community's exposure & interest to the arts?
- B. Demographics
 1. Diversity
 2. Beliefs and standards
 3. Maturity level and arts appreciation of the administration
 4. Maturity level and arts appreciation of the parents
 5. Maturity level and arts appreciation of the students
- C. Student Needs
 1. What are their performance abilities?
 2. What do they need in order to consider themselves artists?
 3. What personal interests do the students have and how can those interests be incorporated into the curriculum?
 4. Needs other than music students require
- D. School
 1. What are the district and school mission statements?
 2. What is important to the school?
 3. What is important to the leadership?
 4. What artistic experiences are offered or not offered?
- E. Philosophy
 1. What is my reaction to the surroundings?
 2. What is my responsibility to the students, school, and community?
 3. Is my philosophy aligned with the culture? Is my philosophy supported by the culture? If not, what do I do?

You cannot make foundational changes until you understand the language of the culture.

RESEARCH INTO ACTION: CREATING AN ARTISTIC ENVIRONMENT

Defining needs and objectives lead to effective forms that create a sound curriculum. Educators must evaluate forms, functions, and methods in order to articulate and assess the curriculum's content, value, and usefulness.

- A. Forms: Methods to create unique and artistic experiences
 1. Musical Rehearsals and Performances
 2. Rehearsals, Performances, and Lectures by/with Professionals

3. Concert Series
 - a. Chamber Programs, Themed Concerts, Collaborative Productions (cross curriculum), Guest Artists, Commissions
 4. Commissioning Project
 5. Conducting and Instrumental Symposia
 - a. Pedagogy, Literature, Conducting, Guest Artists
 6. Pedagogical Exercises
 7. Playing Exams
 8. Festivals
 9. Applied Faculty
- B. Director: Your role as musician, educator, and mentor
1. **Musician:** Practicing/Demonstrating Artistry
 - a. Content Knowledge
 - b. Instrumental Abilities
 - c. Expressive Conducting Encourages Expressive Playing
 2. **Educator:** Teaching Artistry
 - a. Rehearsal: More Than Correct Notes and Rhythms (Making Music)
 - b. Performance: More Than a Grade Level (Artistry in Every Phase)
 - c. Growth: More Than a Rating (Music After *Pomp and Circumstance*)
 3. **Mentor:** Advocate for Students & Artistry
 - a. Provide a safe, stable, and secure environment
 - b. Trust sustains honest music making
 - c. Enthusiasm and Appreciation of your Role
 - d. Courage
- C. Where do I begin?: Starting from within and branching out
1. Students
 2. Parents
 3. School
 4. Public

CODA

BRIAN A. SILVEY

Final Thoughts

I have long thought that teaching music is a most special profession and it is through this magnificent vehicle of music we have the unique means by which we change and enrich lives. It is my position that we serve those whom we teach, not the other way around. Teaching is my passion; music is the means that I fuel that passion. I have learned that kids will pretty much do whatever we expect them to do. We must set the bar high, but then give them the tools to succeed. After they have been given the tools, we must continue to motivate and push them to achieve at the highest levels. I have learned that I have one of the greatest “jobs” in the world. This is my twenty-ninth year of teaching and I still enjoy my “job”. My dad always told me to choose a profession that I loved so that going to “work” each day would never become a “job”. Do what you love, and love what you are doing....*that* is the key.

- Teresa J. Elliott

ADDITIONAL MATERIALS

COURSE SYLLABUS

BEAUMONT MIDDLE SCHOOL

2007-2008

Ms. Elliott & Miss Barnhill

<http://www.beaumont.fcps.net/band>

Course Title: Band

Grade(s): 6th – 8th

Course Description:

The Middle School Band Classes will provide students with knowledge of their instrument, other instruments, elements of music, proper fundamentals of breathing and posture, study of age appropriate band literature, and rehearsal techniques. Special emphasis will be placed on developing musicianship and ensemble responsibility through performance in a variety of settings. Each grade level (6th - 8th) progresses in demand of musical responsibilities.

Goals:

Each student will be taught and be able to demonstrate the fundamentals of performing on their instrument, self-motivation, self-discipline, and self/group awareness.

Instructional Objectives:

- I. Approach to and care of the instrument
 - A. Students will name and identify the main parts of their instrument.
 - B. Students will demonstrate proper assembly and disassembly of instrument.
 - C. Students will explain proper care and maintenance of their instrument.
 - D. Students will demonstrate correct posture and playing position.

- II. Elements of Music
 - A. Students will name and identify the elements of music.

- III. Rhythm
 - A. Students will demonstrate knowledge of meter/time signatures.
 - B. Students will demonstrate an understanding of counting rhythm patterns.
 - C. Students will perform various rhythmic patterns on their instrument.

- IV. Tone Production
 - A. Wind students will demonstrate correct embouchure and correct hand position
 - B. Percussionists will demonstrate correct playing technique.
 - C. Both groups will demonstrate a characteristic tone quality on instrument progressing in difficulty based on grade level.

- V. Technique
 - A. Students will demonstrate the correct basic fingerings for their instrument.
 - B. Students will demonstrate knowledge of a minimum of 4-8 major scales and one form of the related minor scales. (Dependent on grade level)
 - C. Students will also demonstrate a chromatic scale with appropriate alternate fingerings.

- VI. Flexibility
 - A. Brass students will demonstrate correct method of lip slurs.

- VII. Articulation
 - A. Students will demonstrate proper basic articulations: slur, accents, staccato, legato and tenuto.

- VIII. Percussion
 - A. Percussionists will demonstrate knowledge of melodic instruments.
 - B. Percussionists will demonstrate basic snare drum rudiments.

- C. Percussionists will perform same scales as wind instruments on appropriate keyboard instrument.
 - D. Percussionists will also name, identify and demonstrate proper technique of various percussion instruments (i.e. tympani, triangle, cymbals, congas, etc.)
- IX. Musicality
 - A. Students will demonstrate a musical performance of appropriate literature.
 - X. Balance and Blend
 - A. Students will demonstrate ability to control the quality and volume of their tone, in combination with other students.
 - XI. Response to Conductor
 - A. Students will demonstrate an understanding of the role of the teacher/conductor in guiding and directing the ensemble.
 - B. Students will demonstrate knowledge of various basic meters and the conductor's role in the ensemble.
 - XII. Affective Domain
 - A. Students will demonstrate their appreciation of the value of their participation in band.

Units, Topics, Themes:

Continuation of fundamentals of performance, age appropriate band literature, composers, and music history as it related to literature, music theory, and elements of music.

Texts and Materials:

- Standard of Excellence (*Book 1*) and Accent on Achievement (*Books 1-6 Grade*)
- *Standard of Excellence* (Book 2-7 Grade)
- Strictly Technic (*Book 1-8 Grade*)
- Additional supplemental methods
- Selected sheet music for band, chorales, chamber groups, and solos
- Smart Music – a great home practice computer program. See it at: <http://www.smartmusic.com>

Assessment:

- Performances – Dates are provided in the handbook – All performances are required.
- Active participation in class – have all required materials
- Individualized playing quizzes
- Basic music theory/history tests

Assessment Breakdown:

- Performances & Major Tests – 25%
- Class Performance (active participation /instrument/music/pencil/rehearsal etiquette) – 35%
- Playing quizzes (preparation/posture/musicality) – 30%
- Written Work/Practice Reports (each student should have a folder to keep notes in for class. Most written work will be done in class. Practicing and practice sheets will be the primary homework) – 10%

Extra Credit:

- Private lessons
- Attendance at pre-approved professional, semi-professional, and high school/college concerts/recitals
- Participation in various workshops/clinics
- Participation in performing groups outside of Beaumont (i.e. CKYO)

Beaumont Bands

<http://beaumont.fcps.net/band>

Dear Students and Parents,

With the start of a new school year come new teachers, classes, expectations, and procedures. It is our hope that you will not only enjoy your experience in band, but you will be challenged as well. In addition to learning about music and how to play your instrument better, you will become more self-sufficient, responsible citizens. In striving for all students' success, it is necessary that the environment be conducive to learning. Therefore, it is important to understand the procedures and expectations of the classroom.

Daily Procedures

Entering a Classroom

- ❖ Enter the rehearsal room in a quiet, courteous, and orderly manner. Students are to treat fellow students and staff members with respect.
- ❖ Attitude is everything. ***Attitudes are contagious.....let's start an epidemic!***
- ❖ Students are to be on time to class and are to be ready to play at the designated time.
- ❖ Most assignments, parent forms, etc. should be turned in the "Collection Box". This is clearly marked in the rehearsal room.
- ❖ Accessories (reeds, valve oil, etc) may be purchased before/after school or from a local music store.
- ❖ No school backpacks/materials allowed in rehearsal room. Smaller instrument cases and equipment should be placed directly under your chair. The floor must be clear at all times.
- ❖ Quickly get your instrument and music and take your seat. The path to the instrument room is **ONE – WAY** only.
- ❖ Instruments are stored in CLOSED, LATCHED cases on designated shelves, no music left on stands, no trash on the floor.
- ❖ Each student is issued a music folder that is required for each class. You are to take it home for home practice each day. It easily fits inside a backpack.
- ❖ Have a sharpened pencil at all rehearsals. Failure to have a pencil (***not a pen***) will result in loss of daily points. Keep it in your music folder.
- ❖ Each day begins with announcements either via PA announcement or from the instructors. There is no talking allowed during this time.

Rehearsal Etiquette

- ❖ Students will check the marker board for the agenda for the day.
- ❖ No book bags or instrument cases can be left on the floor at any time. (small cases under seats)
- ❖ On a daily basis, all students must have a **pencil, instrument and method book/music – instrument cases must have an ID tag.** Many instrument cases look similar. **An identification tag is a requirement!**
- ❖ The rehearsal begins when the conductor steps to the front of the classroom and raises their hand. No playing should occur prior to the director's downbeat.
- ❖ Students will not play other student's instruments. This includes percussion and district owned instruments. No horseplay in the rehearsal rooms AT ANY TIME!
- ❖ Good posture is of great importance at all times.
- ❖ Always raise your hand to ask a question.
- ❖ **NO GUM, CANDY, FOOD or DRINKS IN THE REHEARSAL ROOMS!** Take pride in our rehearsal area.
- ❖ If your instrument is in the shop, please bring a note from home. Bring your mouthpiece and music, for there is always the possibility that we might provide a temporary instrument.

Grading

- ❖ Grades are based on a 100 point scale. Refer to syllabus for specific percentage breakdown.
- ❖ Each student is issued his or her own copy of music for rehearsal. Replacement parts will cost 10 daily points per page.
- ❖ There will be very little written homework in band. **You are expected to take your instrument home daily to complete your 20-30 minute practice (homework).** *Practice reports may be required to verify.*

- ❖ Grades will be issued as indicated in the school calendar.
- ❖ Extra credit is given for participation in private lessons, District, All-County, etc. honor bands, Central KY Youth Orchestra.

Rehearsals/Performances and your Grade

- ❖ There may be an occasion where we will need to have an extra rehearsal after school. You will be given advance notice and are expected to attend. Unexcused absences will negatively affect your grade.
- ❖ Band is considered a curricular class and performances outside of the school day are considered an extension of the school day. Therefore, **PERFORMANCES are MANDATORY!** A performance is considered a final exam in a unit of study. Our band depends on every student. **YOU** are important to an outstanding performance. If you should have to miss a performance or special rehearsal, you must present a note from a parent to the director the NEXT school day. An excused absence will require a “make up” assignment, even though a performance can never truly be “made-up”. An unexcused absence could result in a nine-week grade being lowered one letter grade from the students’ current average. Please refer to the website for the latest information, dates, etc. concerning the Beaumont Bands to avoid conflicts.

Expected Behaviors

- ❖ All students will give whoever is speaking attention and respect.
- ❖ All students will respect each other’s personal space and property.
- ❖ All students will come to class each day well prepared. This means practicing at home.
- ❖ All students will come to class with a positive attitude.
- ❖ All students will participate in performances, class activities and discussions.
- ❖ All students will protect their personal property and the property of the school. *“IF IT IS NOT YOURS, DON’T TOUCH IT!”*
- ❖ *Simply put.....”Do what’s right!”*

Consequences of Inappropriate Choices

- ❖ 1st offense – verbal warning
- ❖ 2nd offense – loss of daily participation points
- ❖ 3rd offense – loss of daily participation points and parent contact
- ❖ 4th offense – referral to the principals

Concert Attire (All Concerts are REQUIRED)

Please make sure that you have the following for each performance. It is unwise to wait until the night before the performance to tell your parents you need concert attire!

- ❖ For 6th-7th grades -DRESSY/PLAIN white shirts/blouses...tucked in; **For Symphonic Band –ALL BLACK**
- ❖ Dress black trousers/skirts. Ladies appropriate length of skirt. (Remember you will be seated)
- ❖ Gentlemen will wear long black ties.
- ❖ Dress black shoes and socks/tights.
- ❖ Remember, **the point of a uniform is so that the whole group looks the same.** We don’t want anyone to stick out and draw the audience’s attention away from the music. Concerts are formal occasions and the performers should be dressed up! Thanks for your cooperation.

Required Concert/Activity Dates for 2007-2008 (updated regularly- check web site often as some dates may have to be altered due to sports tournaments and other events not yet finalized. All dates are updated as soon as possible on the Beaumont band web page.) There is typically one major performance each grading period.

- ❖ September 24 – Band Fundraiser
- ❖ **October 25 – Fall Concert** (specific performing groups to be announced)

- ❖ October – 8th grade band night @ Dunbar & Lafayette High Schools (TBA)
- ❖ **December 13 – Winter Holiday Concert**
- ❖ January 2008 – Auditions for Middle School All County Honor Band
- ❖ January 17-19, 2008 – Fayette County Honor Band Workshop (6, 7, & 8 grades)
- ❖ February 23, 2007 – Solo and Ensemble Festival – Lexington Catholic HS
- ❖ **Tuesday, March 11 – 7:00 pm Concert @ Beaumont**
- ❖ **March 13-14 – KMEA State Middle School Assessment @ Singletary Center UK**
- ❖ April - 2008 – Eastern Kentucky University Jazz Clinic and/or Morehead State University Jazz Fest
- ❖ May - 2008– Symphonic Band @ the Music In The Parks Festival – King’s Island or KY Kingdom (TBA)
- ❖ **May - 2008 – 7:00 pm Concert @ Paul L. Dunbar**

BAND SUPPLY LIST

Band Class Fee - \$25.00 per student per year (for purchase of new sheet music, etc.)
Due by Thursday, August 16.

School Owned Instruments

Students issued school-owned instruments will pay \$25.00 per semester. Students will need to take a get a contract from Ms. Elliott/Miss Barnhill during the first week of school to take home for parents to sign and return. Please make the check payable to the Beaumont Middle School Band. This includes all percussionists. This is a usage fee and DOES NOT cover damages and repairs to the instrument while under the students care.

Students using school-owned instruments will also purchase their own mouthpiece and other accessories (valve oil, reeds, etc) as needed.

Required Method Book (available at BMS band room)

We will have these books available for purchase at Beaumont
 6th Grade – *Standard of Excellence* and *Accent on Achievement* Book
 7th Grade – *Standard of Excellence* Book Two
 8th Grade – *Strictly Technique* – Part One

- A PENCIL
- A ½ inch binder to hold the music and handouts.
- Chromatic tuners and metronomes are also very useful for these budding musicians.

Instrument Care Kits

Students are to have all materials needed to keep their instrument in good playing condition. Specific requirements for each instrument are as follows. These items may be purchased separately or sometimes in a kit. Graded instrument checks will be done randomly throughout the year to insure the students are properly caring for their instrument. We will go over proper care and maintenance procedures for each instrument during classes.

Flute- Swab, Polishing Cloth

Oboe/Bassoon-Cork Grease, Reed Case with Name on it, Reeds (**Students must have 2 good reeds in their reed case with them at their seat**)

Clarinet-Swab, Cork Grease, Polishing Cloth, Reed Guard with Name on it, Reeds (**Students must have 3 good reeds in their reed guard with them at their seat**) Reeds may be purchased at local music stores as well as at our school. Recommended Vandoren V-12 strength 2 ½ - 3.

Saxophone-Swab, Cork Grease, Polish Cloth, Neck Cleaner, Reed Guard with Name on it, Reeds (**Students must have 3 good reeds in a reed guard with them at their seat**)

Trumpet-Valve Oil, Snake, Polishing Cloth, Tuning Slide Grease, Mouthpiece Brush, Valve Casing Brush

French Horn-Cleaning Cloth, Snake, Rotor Oil, Tuning Slide Grease, Mouthpiece Brush

Trombone-Snake, Super slick Crème, Super slick Plus Slide Treatment, Spray Water Bottle, Tuning Slide Grease, Mouthpiece Brush, Polishing Cloth
Low Brass-Snake, Valve Oil, Tuning Slide Grease, Mouthpiece Brush, Valve Casing Brush, Cleaning Cloth
Percussion-Stick Bag for Drum Sticks, Mallets, etc. Also you will need a practice pad with stand for class use. All percussion instruments will be provided for school use for a nominal rental fee. Leave your snare drum/bell kit at home for practice there.

All instrument cases MUST be labeled with a name tag! We have well over 350 musicians using our room daily (between band and orchestra). Make sure your instrument case has your name, address, etc. on it. Parents make sure you have the make, model and serial number of your child's' instrument written down at home.

Additional (optional items)

Wire music stand for home practice
Metronome
Tuner
Recording device for individual assessment purposes

In addition to the local music companies, good Websites for instrument supplies include:

www.interstatemusic.com

www.weinermusic.com (especially good for woodwind instruments and supplies)

www.drumsinthewind.com

www.steveweissmusic.com (excellent resource for percussion)

Private Lessons

Private lessons are the vehicle to make sure your child is getting the most of his/her band experience. The one on one attention is paramount to our success. Please check the band web site <http://staff.fcps.net/telliott/> for a complete list of private instructors.

Hurst Music
Richmond Road
335-0500 / 335-0503

Don Wilson Music
Southland Drive
278-7459

Fred Moore Music
Ashland Avenue
266-7737

David's Penny Lane Music
Zandale Shopping Center
277-4979

Success comes when we understand “you PRACTICE at home, we REHEARSE at school”.
Your job is to come prepared every day!

Suggested Readings and Methods

READINGS

- Adolphe, Bruce. *The Mind's Ear: Exercises for Improving the Musical Imagination for Performers, Listeners and Composers*. MMB Music. 1991.
- Battisti, Frank and Garofalo, Robert. *Guide to Score Study for the Wind Band Conductor*. Ft. Lauderdale: Meredith Music Publishing. 1990.
- Boonshaft, Peter Loel. *Teaching Music with Passion*. Galesville, MD: Meredith Music Publications. 2002
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- Elliott, David. *Music Matters*. New York: Oxford University Press. 1995
- Harris Jr., Frederick. *Conducting With Feeling*. Meredith Music Publishing. 2001.
- Reimer, Bennett. *A Philosophy of Music Education: Advancing the Vision*. Upper Saddle River: Prentice Hall. 2003
- Williamson, John. Neidig, Kenneth L., editor. *Rehearsing the Band*. Cloudcroft, NM: Neidig Services. 1998

METHODS

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- Garofalo, Robert. *Blueprint for Band*. Ft. Lauderdale: Meredith Music Publishing. 1976.
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- Labuta, Joseph. *Teaching Musicianship in the High School Band*. Ft. Lauderdale: Meredith Music Publishing. 1997.
- Ployhar, James D. *I Recommend*. Miami: Alfred Publishing.
- Swearingen, Jim. *Strictly Technic for Band*. Miami: Alfred Publishing. 1995