



**Texas Bandmasters Association
Convention/Clinic July 22-24, 2021**

**From Hollywood Squares to Band Hall
Chairs: Meeting Your Students Where
They Are!**

**CLINICIAN:
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HENRY B. GONZALEZ CONVENTION CENTER - SAN ANTONIO, TEXAS

From Hollywood Squares to Band Hall Chairs: Meeting Your Students Where They Are!

Texas Bandmasters Association Convention
Saturday, July 24, 2021, 10:30 AM
CC 217 D

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Mental Health

- Every one's situations have been so different
- We don't know what what families have gone through during the Pandemic
 - Loss of family members
 - Experienced sickness themselves

What do we need to do to get back "on track?"

- Rest and Recharge
 - It's hard to be your best on empty!
- Accept the things you cannot change
 - ... but be proactive about the things you can!
- Think about what the highest priorities are for your program
 - How will you meet these goals in the recovery?
- Modify what you already have
- Explore ways to bridge the gap
- Have a plan!
 - Setting the students up for success

Everyone's situations are so VASTLY different

- In person
- Hybrid
- 100% Virtual
- Block Schedule vs. Traditional
- Daily Meetings vs. Sporadic Schedule
- Shortened Class Periods

Meet your students where they are.

- You are not "behind"
 - There is no bar set for COVID band
 - This is your best retention tool - you do not want them to quit
- Revitalize the culture
- Remember the WHY!

- What was your motivation in the first place?
- What makes band a home away from home?
- What's the superpower of band?

Be ready to adapt!

- Curriculum
- Timeline
- The school's policies and procedures will probably change
- Social-emotional development
 - Emotional needs of your students and yourself

Beginner Teaching - Rejuvenation!

- This is where you have your most sense of “normalcy”
- Treat this class as normal
- This is the most unaffected grade level
 - Think of this as your clean slate
- Be aware of perhaps modifying the presets of skills they normally come with
 - Rhythm
 - Pulse
 - Recorders
 - Tailor the beginning of the school year to “beef up” those activities

More Advanced Musicians

- These musicians are the ones who have had modified instruction based on their COVID learning environments
- No Cameras, No Mics, No Mute Button, Oh My!
 - Posture
 - Instrument Assembly
 - Instrument Carriage
 - Foot Tap
 - Hand Position
 - Classroom appropriate communication - UNMUTE IN PERSON!
- Be Patient
 - You will have to reteach and review ... and that's ok!
 - Sixth Grade, Day 1, 2.0
- While they are not behind, you want to boost their performance skills to enhance the following:
 - Steady Pulse
 - Exhibit basic rhythmic understanding
 - Making fundamental sounds
 - Quality and strength of articulation(s)
 - Read music proficiently

Things to consider to appropriately develop the skills of your more advanced musicians in a Post-COVID world:

- Fostering an independent, consistent steady pulse
 - “Staying Alive”
 - Pulse building games and activities
 - Be creative
- Exhibit basic rhythmic understanding
 - Revisit counting systems
 - Pulsing/Subdivision
 - Clapping
 - Tapping
 - Counting
 - Attainable written rhythm assessments
 - Attainable live counting assessments
- Making fundamental sounds
 - Acknowledge that sounds may be varied from student to student
 - Continue to develop the tonal concepts of the instruments
 - As a reminder, if you do not sound FUNDAMENTAL on the instrument you are trying to teach, use lesson teachers or sound examples to demonstrate fundamental sounds
 - Adjust the rubric to reflect the students’ current skill sets
 - i.e. if tone weighs as 50% of the final grade, modify it to equal the other grading categories
 - As the semester goes on, repropotion the categories to fit the needs of the individual students
- Quality and strength of articulation(s)
 - Acknowledge that articulation quality will be varied from student to student
 - Continue to develop the articulation
 - Individual assessment
 - One note
 - Multiple notes
 - Ensemble assessment
 - Daily drill
- Reading music proficiently
 - Reiterate the steps you teach for reading music for the first time (VERY important for NV Bands)
 - Count and Clap
 - Touch and Say
 - Note Name and Finger
 - Play
 - If unsuccessful, repeat
 - Sightreading Progression (Including Percussionists on Mallets)
 - Simple Unison Lines

- More Complex Unison Lines
 - Duet Lines
 - Simple Multi-Part Lines
 - Simple Full Band Piece
- Graduated grade level pieces of music
 - Pace your Fall and Winter concerts appropriately
 - It's not what you play to start out with, it's what they sound like playing it

The First Grading Period's Blueprint (Full Ensemble)*

- Introduction of ensemble fundamentals
 - Concert F (Hum, Sing, Play)
 - Passing 4's or 8's
 - Individual
 - Down the row
 - Section
 - Remington Exercises (Long Tone 1A)
 - Articulation Exercises
 - Lip Flexibility (Brass) and Finger Technique (Woodwinds)
 - *Connections* by Larry Clark
 - *Foundations for Superior Performance* by Jeff T. King & Richard Williams
 - Scales and technique development in Concert Bb and Concert F
 - Music
 - Grade 2 - Varsity
 - Grade 1 - Non-Varsity
 - Grade ½ or 1 - Sub-Non Varsity
 - If ensembles are stronger or weaker than anticipated, you can always bump the level of literature by a ½ grade

*All of these exercises lend themselves to variation based on the ability level of your ensembles

The difference between varsity and non-varsity groups will be the degree of difficulty or how involved it is. In essence, they are still going to do the same thing.