

*Arkansas Bandmasters Association
2006 Convention*

Preparing for the First Day

Wednesday, July 26, 2006
5:00 p.m.
Fort Smith Convention Center

Julie Konzelman
Presenter

1. Preparing for Success
 - a. Database/Labels

2. Classroom Procedures
 - a. Make Routines Routine!
 - b. The First Day of School
 - c. Typical Beginning Band Class
 - d. Incentives
 - e. New students
 - f. Supplies
 - g. Calendar

3. Relationships
 - a. Administration
 - b. Secretary
 - c. Custodians
 - d. Students
 - e. Parents
 - f. Community
 - g. Building Teachers
 - h. Colleagues

Presenter:

Julie Konzelman is a 1988 graduate of The University of North Texas (M.M., Flute Performance) and a 1985 graduate from Arkansas Tech University (B.A., Music Education). She is a National Board Certified Teacher and an Arkansas Praxis III Assessor. She teaches beginning band and assists with all levels of the Van Buren Band Department. Ms. Konzelman is an active performer with the Fort Smith Symphony and is a member of ASBOA, ABA, and the National Flute Association. Feel free to contact her at jkonzelman@vbsd.us

Preparing for Success

LABELS ARE YOUR FRIEND!!!

- *Create an Excel database.
- *Easily sort and add your instrumentation/student names to your concert program.
- *Easily mail-merge your award certificates.
- *Use labels for your pass-off chart, lockers, notebooks, books etc...
- *Easily acknowledge 100+ birthdays using your database.

Why use name cards? Why have the lockers already labeled? Students love to see their name (esp. your beginners). Having their name card displayed on a stand at their first open-house or the first day of school lets students and parents know they are important to your program. Students love to “find” their name on a locker. This initial process also lets you know who is not on your roll sheet and whether or not you have their name spelled correctly. This is especially helpful if it is done at open house (before school starts).

Avery: Shipping label Size: 3 1/3" X 4" #5164

Suggestions for use: name cards for stands; grading rubric; basic embouchure procedures or class rules etc...

Avery: Template #5160 (regular address labels)

Suggestions for use: books; notebooks; instrument cases; percussion equipment

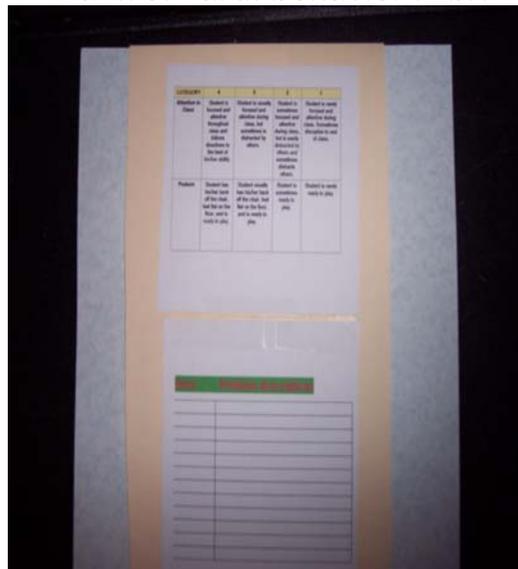
Avery: regular address label – REMOVABLE (look for this on the box)
Consider using these on lockers or percussion equipment.

Example from a Jr. High program using Standard Shipping Labels (#5164)

Front of card



Back of card: behavior rubric



Example of a behavior rubric:

CATEGORY	4	3	2	1
Attention in Class	Student is focused and attentive throughout class and follows directions to the best of his/her ability.	Student is usually focused and attentive during class, but sometimes is distracted by others.	Student is sometimes focused and attentive during class, but is easily distracted by others and sometimes distracts others.	Student is rarely focused and attentive during class. Sometimes disruptive to rest of class.
Posture	Student has his/her back off the chair, feet flat on the floor, and is ready to play.	Student usually has his/her back off the chair, feet flat on the floor, and is ready to play.	Student is sometimes ready to play.	Student is rarely ready to play.

Example of a clarinet card (file folder is color-coded, consider using a different color for each class)...embouchure rules; incentive stickers; practice record grading rubric on back. The card was also used during concert set up time to indicate roll number and chair number (roll 3, chair 27). These cards are also very useful when you have a substitute teacher.



Clarinet Embouchure

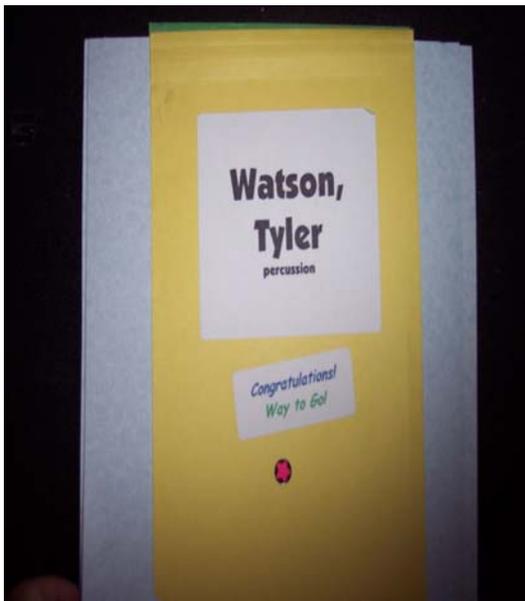
- ✓ Tiny bit of lip over the bottom teeth
- ✓ Pull chin down to a point
- ✓ 1/3 of the reed on bottom lip
- ✓ Top teeth on mouthpiece
- ✓ Pull in sides like a rubber band
- ✓ BLOW

Example of Practice Record Rubric:

Rubric (grading scale) for practice records:
4 – Excellent; 3 – Proficient; 2 – Basic; 1 – Below Basic

- 4 – Excellent – Practice record completed, on time, with at least 120 minutes total for the week. Student has practiced beyond assigned class expectations.
- 3 – Proficient – Practice record completed, on time, with at least 90 minutes total for the week. Student has practiced assigned class expectations.
- 2 – Basic – Practice record incomplete, 1 day late, or with at least 60 minutes total for the week. Student has not practiced all of the assigned class expectations.
- 1 – Below Basic – Practice record incomplete, 2 or more days late, with less than 60 minutes total for the week. Student has not practiced assigned class expectations.
- 0 – No practice record.

Example of a percussion card (color-coded yellow)...Steps to Playing the Snare Drum and Steps to Playing Bells.



Steps to Playing the Snare Drum

- Step 1: Check playing position
- Step 2: Vocalize the stroke
- Step 3: Tap the stroke on your leg
- Step 4: Air stroke
- Step 5: Play on the snare drum

Steps to Playing Bells

- Step 1: Check playing position
- Step 2: Say the note names out loud
- Step 3: Find the notes on the keyboard
- Step 4: Use index fingers to play the piece (alternate L-R)
- Step 5: Play the piece with the mallets

Classroom Procedures (re-print)

Make Routines Routine!

Of course, you want to get busy making music with your students. And you should – that is, after all, probably why you are choosing to teach music. If, in the first days and weeks of the school year, your students come to learn and respect your expectations and the particular ways that things are accomplished in your classroom, then you are more than half of the way toward your music-making and instructional goals. Think through and plan how, in very specific terms, the following tasks and activities are accomplished in your classroom. Then make a careful mental rehearsal of these routines. Make lists. Make rules (with student input where appropriate and always within school policy guidelines). Establish procedures. Then share and review these matters with students and, where appropriate, other stakeholders such as parents. Be diligent and consistent.

Consider, for example:

- Attendance procedures...what does tardy mean?
- Hall pass routines
- Absence policies (for class periods, rehearsals, and performances)
- What happens when a student forgets an instrument or comes to school with a hoarse or lost voice
- Discipline policies and classroom rules
- Grading procedures and policies
- Performance schedules and expectations
- Movement throughout the room (coming in, setting up, getting music, warming up, tuning, packing up)
- Handling instruments and other equipment

Our classroom expectations are posted on the bulletin board:

Everyday you will need:

Instrument

Notebook

Pencil

Be in your seat before the tardy bell rings.

First day of school:

- *Enter/exit procedures
- *Find locker
- *Talk about band bucks – give everyone one band buck at the end of the period
- *Pass out notebooks (included are pencil bag; pencil; staff paper; lined paper)
- *Pass out letters that are to be signed by parents. Consider a mail-merge using shipping labels with pertinent information. You will save parents a lot of time and you will know that students received the letter. It's always confusing at the beginning of the year for you and for students. Students will come to you and say "but I didn't get that letter!"
- *Begin rhythm lesson

Typical Beginning Band Class:

1. If classroom time permits, I choose a composer of the month and we do a brief three minute music history lesson. The purpose is to expose young students to different types of music.
2. "One-liner" projected as students enter the room. This insures that students have a pencil with them. One-liners also help with classroom management. Students complete the one-liner by themselves. It also works a pre-test or a post-test, depending on what question you ask.
3. Established warm-up (#12, 14, 19, 21, 25 from SOE (scales etc... as student's progress). Brass players begin on mouthpieces followed by "Best of the Best" buzzing exercises. Singing the pitch, buzzing the pitch, and playing the pitch are mandatory for brass students. We often work on common beginning band intervals. P4 etc...
4. SOE Book Work
5. Additional piece or instrument specific piece

Incentives:

Band bucks

Band Buck reward system:

Students are rewarded with band bucks. Students are also asked to turn in a band buck for any minor discretion such as forgetting their supplies; tardy etc...Students write the date and what they did wrong on the back of the band buck and drop it in a designated box. Band bucks are filed in the student's personal folder for reference in the event that a parent/teacher conference is necessary. Another suggestion is to have the student mail the band bucks home (after they turn in 5 or so). Students who save band bucks can "cash-in" on Fridays.



Band Karate

A great way to let students determine their own level and end of the year award. Pass-off lines are chosen from SOE and students receive a “belt” (piece of yarn) after they pass off the designated lines. Any student reaching the “blue, brown or black” belt receives partial scholarship to the band camp of their choice. The belt is tied to the handle of their case.

“Freaky Friday” or “Marvelous Monday” etc...

One student is chosen from each class to bring a recording of their favorite piece of music on a specified day of the week. They are prepared to discuss the name of the group or performer; what type of music it is and what they like about it. We, in turn, use the other four days of the week to discuss a composer of our choice.

New Music

New Music is a great incentive to use for beginners. They love to play “Happy Birthday” and their school spirit song. They also enjoy duets and any music that is not in their book. We create performing opportunities to showcase these tunes.

New students:

Consider making up extra notebooks, packets, folders and have a tryout station or kit ready for new students. Keep extra recruiting packets available to give to new parents. Consider ordering a few extra t-shirts.

Supplies:

Depends on how much your budget allows you to spend and how actively your band boosters contribute...What will your parents/students be responsible for? Be prepared. If you are able to buy all of the supplies (for beginners), you might consider using baggies to organize each student’s supplies. Print an extra set of labels to label the individual bags. For example: clarinet bag might contain 4 reeds; a reed guard; a mouthpiece brush; a cleaning swab; etc... a trumpet bag might have slide grease; valve oil; mouthpiece brush etc...By putting a name on each bag...you know who was issued supplies and 4 weeks down the road you won’t hear “But I didn’t get any supplies”. If students are purchasing supplies from your “band store”, you might consider opening the store only on Fridays and asking a parent volunteer to sell items. Or, you might consider asking students to purchase all needed supplies one time per quarter.

Calendar:

Know your calendar and set all dates before the year begins. Meet with your administrator and make sure you are on the school and district calendar. Take into consideration: other district concerts; holidays; professional development days etc...

See Mike Croom’s article: All State 2005 Clinic: “Survival Kit for Young Teachers” ASBOA website <http://www.asboa.org/> “Resources”

Relationships

Building Administration:

One of your jobs is to make your principal's job as easy as possible.

*Talk with your building administrator and ask how you can help. For instance, you might consider volunteering to lead "Rise and Shine" several times during the year. This is a win-win situation for you. You are able to frequently showcase your students or other band groups. This helps with recruiting and/or retention.

*Help your principal by being ready to answer questions concerning instruments and bus procedures. How will you handle this? We are fortunate to have a "take home" instrument for our tuba, euphonium, French horn, and snare drum students. You might consider calling the bus garage and discussing your options.

*Written documentation strengthens your case when you need principal support. Consider keeping a folder for each and every band student. In this folder you can keep their emergency card and any band bucks that they have turned in. Consider writing down any discussions that you have with the child...such as 8/18/06..."spoke with Johnny about not being tardy. Johnny explained that he is on the other side of the building and will try to leave on time." 9/20/06 Spoke with Johnny because he has been late 3 times this week. I explained to him that I will call a parent if it happens again." Consider keeping positive comments in the folder as well. This folder can serve as a mini portfolio and be used by the band director at the next grade level.

*Consider implementing a system that only involves office referrals for the truly extreme cases such as abusing another student; stealing; or destruction of school property.

*Many times what seemed to be the most ridiculous requests from my principal turned out to be a positive addition to the growth of our program. For example, we now play at our Fall Festival for parents; have a volunteer solo performance by students at Parent/Teacher conferences; and have students perform at various school events.

School Secretary:

Nothing needs to be said. If you do not appreciate your school secretary then you should offer to take her job for a day! Buy your secretary lunch occasionally to say "thanks" for taking care of you.

Custodians:

Know your custodians by name. Share extra t-shirts; soda/candy; occasionally buy them do-nuts...

Students:

Acknowledge birthdays (have a system); plan an "end of the year" party; form a band council; let students come in before or after school to practice; structure tasks or chores that are age/level appropriate; create performing opportunities for them at school and out of school; provide extra music (duets etc...).

Parents:

*Initial contact with parents begins during your official recruiting time. The first letter mailed to parents sets the tone and professionalism of your program. Your rental meeting should be organized and save your parents as much time as possible.

*Provide at least one public concert per school quarter. Be sure and document this with a sign-in sheet; programs etc... Your principal will be asking you for “positive” contact with parents. Be prepared with a notebook of phone calls; e-mails; etc...

*Always return phone calls (or e-mail) as soon as you can.

*Send your yearly calendar home at the beginning of the year. Submit your dates and articles to your school newspaper. Send notes home at least 10 days before an important date. Send another note home 2 days before. If necessary (with beginners!), print address labels with concert information home and let the students wear it home. This serves as documentation that you did notify parents of required concerts. This documentation comes in handy when you tell a student they are not going on the spring picnic because they missed a concert. Consider keeping a folder with each piece of documentation in it. Hopefully, you won't need it!

Community:

Create ways to involve your community, both public community and school community.

*Consider asking a local music company to set up a “store” of items that you want your parents to purchase such as metronomes; reeds; music etc... We do this at our Fall Open House. Parents come to hear each our beginning band classes (experience a day of band by sitting by their child) and then exit by all of the “extras” we would like their child to have. We also have a PowerPoint slide show of students and music advocacy quotes that they can view while waiting on their child's class.

*Consider asking your other colleagues to bring their groups to your school to perform. This is a great recruiting tool.

*Consider inviting other groups to perform during the week before Holiday break. The classroom teachers appreciate the diversion and your program benefits from the positive exposure.

Other Teachers:

*Assist other teachers when possible with cross-curriculum activities. Most curriculums are mapped and can easily be matched with music lessons. Invite classrooms teachers to a band class.

*Plan ahead and notify teachers of any events that will affect their classes

*Leave teachers treats in the lounge, especially during recruitment season.

Colleagues:

*Be an active member of ASBOA.

*Maintain an e-mail account for communication purposes.

*Attend band camp and clinics as often as possible.

***SHARE YOUR POSITIVE ATTITUDE AND IDEAS WITH OTHERS!**