

Finding the *fine...*

Presenters from Van Buren, Arkansas:

**Julie Konzelman, Northridge Middle School
Tammy Sangster, Butterfield Junior High**

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, Phi Beta Mu and the National Flute Association. Julie lives in Fort Smith with her husband Charles and their children, Carly and Alex. Feel free to contact her at jkonzelman@vbsd.us

Presenter:

Tammy Sangster is a 1994 graduate of Arkansas Tech University (B.A. Music Education). She is a National Board Certified Teacher. She has been teaching for 13 years. She previously taught for 8 years in the Alma School District and is currently teaching junior high band in the Van Buren school district. She is a member of Phi Beta Mu, ASBOA, ABA, and MENC. She lives in Rudy with her husband Stacy and three sons: Stefan, Austin, and Mason. Feel free to contact her at tsangster@vbsd.us

Oh what a day...

- Witnessed a terrible wreck at 6:00 a.m.
- All team teachers "went down early to All State"
- Tammy's son has a talent show
At 9:00 a.m.
- It's Valentine's Day at School
- It's picture day at school



Thoughts of the Dairyette keep us going...

It continues...

- Cheerleading Sponsor needs the Jr. High band at an unscheduled pep rally
- We need to make copies for All State Presentation
- Copier is broken at Junior High



Thoughts of the Dairyette keep us going

It continues....

- 3 copiers are broken at our middle school
- School calls: son has the flu - Can we come and get him
- Get in car, out of gas



Thoughts of the Dairyette keep us going

It continues...

- Stop for gas...get ready to pump ...pump is out of gas
- Truck stopped under over-pass on the way home...had to wait



Thoughts of the Dairyette keep us going

And continues...

- Neighbor calls, wants husband to change his tire after he gets home after picking up our sick son
- Finally leave Fort Smith



Thoughts of the Dairyette keep us going...

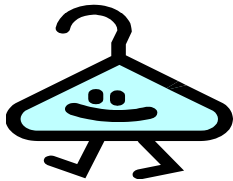
Our day continues...

The Dairyette is Closed.



We keep going...

- Check into hotel
- Tammy discovers that she has forgotten her pants



And...Our day continues...

Toilet has to be changed out completely at 10:30 p.m.



Will we make it?????

6:00 a.m. Tammy discovers that she has forgotten her makeup. Thoughts of turning back occur. Julie gets nervous. Is this too much???? Should we throw in the towel?



It keeps going...

- No projector at the presentation sight
- Julie sprints to the car to bring in the backup projector
- Presentation happens
- Tammy and Julie put money in a machine for a diet coke and.....



Success!!! The Coke Machine Worked

We are at the *Fine* of one Day of our Year

Life Goes On...
Don't sweat
the small stuff..



Preparing for Success

What will your first day look like?

NBPTS - Proposition 1: Teachers are Committed to Students and Learning

Teachers believe that all students can learn. They treat students fairly.



"Students love to see their name. The desire to be loved and accepted is something that everyone shares in common. In the context of teaching, making your students feel welcome and important is an essential first step in building long-term, cooperative relationships." (Alsobrook, 2002)

Programs

- Parents love to see their child's name. Always have a program with proper recognition (All Region Band, All Region Jazz Band, Color Guard Members, Drum Major, etc...)
- Plan your program script...It makes life easier. As a colleague to announce for you.



What does fairness look like?

- 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.

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

| Beginning of Year: To-Do List – 2007-2008 | |
|--|------------|
| Task: | Completed: |
| Final Roster – Database | |
| Labels for: | |
| Name Cards | |
| Lockers - Removable | |
| Music Books | |
| Notebooks | |
| Folders | |
| Rubric | |
| Supply Baggie | |
| Shipping for folders | |
| Lense Instruments – forms | |
| 1st Day packets: Letter – Health Form – Responsibility Sheet | |
| Band Bucks | |
| One Liners | |
| Practice Records | |
| Pass off Charts | |
| Birthdays | |

NBPTS - Proposition 2

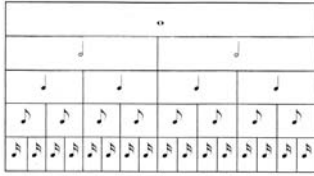
Teachers Know the Subjects
They Teach and How to
Teach Those Subjects to
Students

Teaching Tool



Teaching Tool

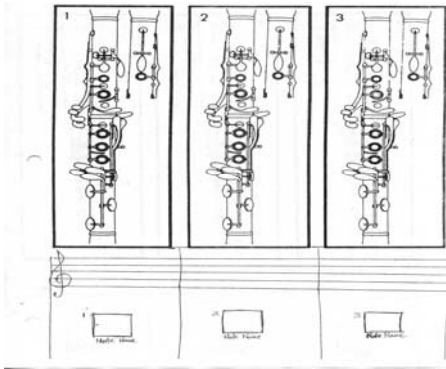
This chart shows how many notes fit into, or equal, one whole note



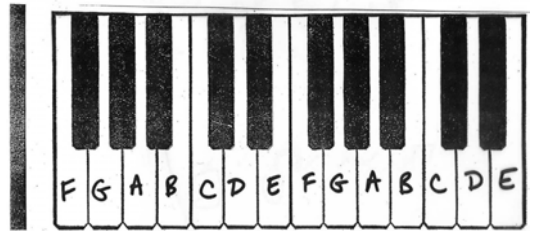
Example of 9-week Arkansas Framework Documentation

| | Wk #1 | Wk #2 | Wk #3 | Wk #4 | Wk #5 | Wk #6 | Wk #7 | Wk #8 | Wk #9 |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Content Standard 5 The student will relate music to diverse cultures, society, history, and other arts and disciplines. | | | | | | | | | |
| M.5.1 Identify connections between music and the other fine arts (e.g., drama/movement, architecture, etc.). | | | | | | | | | |
| M.5.2 Recognize that musical development is a continuum influenced by historical and technological events. | | | | | | | | | |
| M.5.3 Recognize that events in society and events are intertwined. | | | | | | | | | |
| M.5.4 Demonstrate ways music and other disciplines are integrated. | | | | | | | | | |
| M.5.5 Incorporate technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines. | | | | | | | | | |

Clarinet



Teaching Tool



Percussion

- **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

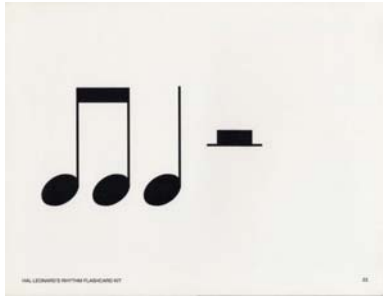


Clarinet

- ✓ 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



Rhythm slides



One Liners

What are they?

Why do we use them?

What purpose do they serve?

One-liners Benefit Band Class

Pre-test questions: "Draw a quarter note followed by two eight notes."

Post-test: "Analyze how to make a sound on the clarinet mouthpiece."

Providing one-liners gently reminds students to have a pencil with them every day.

NBPTS - Proposition 3:

Teachers are responsible for
Managing and Monitoring Student
Learning

Butterfield Junior High Band
Listening Assignment
Follow the instructions inside the
folder – turn in before you leave
class.

Arkansas Music Standard 4 –
The student will listen to, analyze,
describe and evaluate music and
musical performances.

You have chosen to disrupt the learning environment and therefore have been given an alternate assignment. This protects the integrity of the band rehearsal while still enhancing your music education.

DIRECTIONS:

Read "The Musician's Pledge"

1. Copy "The Musician's Pledge" on the paper provided
2. Study the ASBOA Concert Scoring Rubric
3. Write down observations you make about the band rehearsal based on the criteria of the rubric. You need to complete a minimum of the lines provided and more if time permits.
4. You are permitted to return to band rehearsal the next rehearsal if you can rehearse in the expected manner.
5. Students receiving this assignment the 3rd time will have an office referral (pink slip) and parent contact.

Student Signature _____

The Musician's Pledge

Because I am a well-behaved musician, I listen and follow directions, use self-control, respect people, instruments, and materials, and always do my best.

Because I am a world class musician, I listen attentively to music of many different styles and historical periods, and respect the music of other cultures.

Because I am a performing musician, I use my musical skills to the best of my ability and contribute to the group in my highest capacity.

Student Engagement

Lesson plan:

Consider using a PowerPoint presentation. The following 14 slides are an example of a daily lesson plan for beginning band.

Announcements

Sax/bass clarinet letters

- Do you have a yellow practice record?

One-liner Fri. Jan 26, 2007

Pretend you have 5 flats in your key signature. Name the five flats in order.

Low Notes



B-Flat

A

G

F

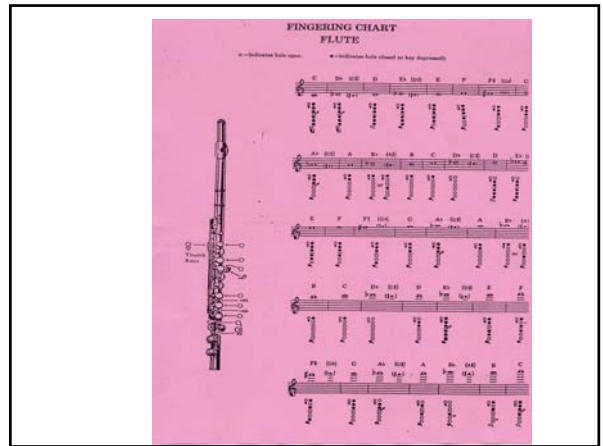


Fri, Jan 26, 2007

TLW play a musical instrument accurately with correct fundamentals and techniques.
 TLW Read and notate simple and compound meters, rhythm, pitch, and dynamics using standard symbols and terminology. M.3.1
 TLW use technology to develop reading and notating skills.

1. One liner
2. Mouthpiece warm-up (Brass, Best of the Best)
Clarinets: (low notes) (register change sheet)
3. Breathing exercises (target etc...)
4. Rhythm Slides
5. Finish page 22/23
6. New Music!!!

- Evaluation:
- ✓Teacher observation
 - ✓Peer observation
 - ✓Self evaluation
 - ✓Written work
 - ✓Student demo
 - ✓Performance



MURAL-1 (LUNA) For each color circle, write the note name and fill in the keys you would press to sound the note. When you're finished naming and filling in the fingerings, play the notes.

Handwritten notes and fingerings are present on the sheet music. At the bottom, there are four boxes labeled 'Bonus!' with a 'Create your own' arrow pointing to the right.

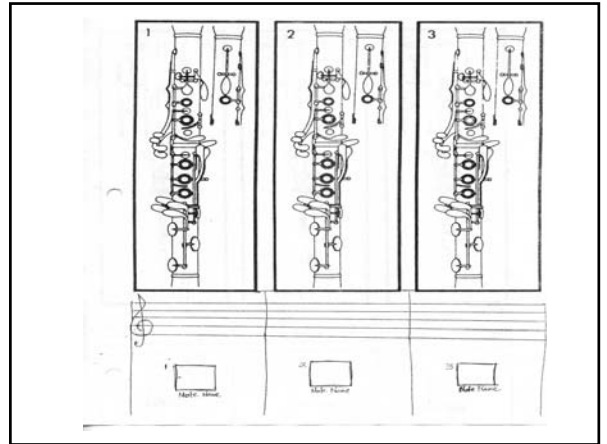
Piano Keyboard

The diagram shows a section of a piano keyboard with white keys labeled C, D, E, F, G, A, B, C, D, E, F, G from left to right. The black keys are shown above the white keys.

The diagram shows a section of a piano keyboard with white keys labeled C, D, E, F, G, A, B, C, D, E, F, G. Above the white keys, the black keys are labeled with sharps: C#, D#, F#, G#, A#, C#, D#, F#.

The diagram shows a section of a piano keyboard with white keys labeled C, D, E, F, G, A, B, C, D, E, F, G. Above the white keys, the black keys are labeled with flats: D#, Eb, G#, Ab, Bb, D#, Eb, G#.

| | | | | | | | | | | | |
|----|----|---|----|----|----|---|----|----|---|----|---|
| C# | D# | | F# | G# | A# | | C# | D# | | D# | |
| Db | Eb | | Gb | Ab | Bb | | Db | Eb | | Eb | |
| C | D | E | F | G | A | B | C | D | E | F | G |



Percussion One-liner

- Look at your sixth scale. Do you have flats or sharps in the key signature? Circle the sharps or flats.

This is YOUR room!

- Clean your stand
- Pick up any trash
- Straighten your chair and stand
- Push your stand down
- Turn your card back around
- Thank you! You are the ones who make it happen!

Incentives

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.

Bandbuck Store



Incentive

- *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.

NBPTS – Proposition 4:

Teachers Think systematically about Their Practice and Learn from Experience

- Each other – Experienced Directors
- ASBOA (esp. Resource page)
- SOE or other resource

Ask for help

- Be an active member of local/state music groups.
- 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!**

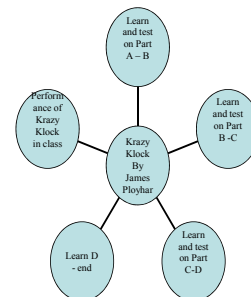
Recommended Books:

- Pathways by Joseph AlsoBrook
- The First Days of School by Harry K. Wong & Rosemary T. Wong
- Habits of a Successful Band Director by Scott Rush
- The Creative Director by Edward S. Lisk
- The Art of Successful Teaching by Tim Lautzenheiser
- The One Minute Manager by Kenneth Blanchard & Spencer Johnson

NBPTS – Proposition 5: Teachers are Members of Learning Communities

- Collaborate – Cross curriculum teaching
- Community Connections – parades, concerts etc...
- Instructional Policy (schedules)
- Parent Involvement - Communication

Charts and Graphs



Example of one-liners

"ONE LINERS...."

You know you have been listening when you can...

1. Draw the fingering for B-flat.
2. Tell me why good posture is important for you as a band student.
3. Talk about one aspect (one thing!) you like about the flute.
4. Draw the fingering for the note "A".
5. Draw the fingering for the note "B-flat" and "A" and circle the difference.
6. What is the small opening in the lips called (when you play the flute)...
HINT: Remember the microscope in science....
7. Tell me why you think it is getting easier to play the flute.
8. Create one new fingering (write it on this paper) and try it on your flute!
9. If you could play any song in the whole wide world, right now, on your flute...what would it be and why?
10. Tell me a true statement about the composer we have been studying.

Musical Books Great books that I have used:

- Charlie Parker Played be bop (book w/CD)
- Jazz Fly (book w/CD)
- What a Wonderful World (Same/different?)
- Inch by Inch

These books correlate with AR Points

Parent/Community Involvement/Awareness

- Band Petting Zoo
- Band Open House
- Concerts
- Christmas Tea
- Other school groups

You are almost there...

- Band Karate lines...black belts receive band camp scholarships
- Jr. High Awards are based on pass-offs; all region tryouts; scales...it's a good idea to keep a folder on each student with achievements
- Guard tryouts/Drum Major
- Bandcamp: Support your local bandcamp

You made it to the *fine*...

- What now?
- Reflect...
- What worked? What will you change?
What will you add?

