

The Beginning Band: Let's Teach Musicianship from the Start!

Charles T. Menghini, D.M.A.

Director of Bands

VanderCook College of Music

cbomen@aol.com

MOTIVATING OUR STUDENTS - GENERAL CONCEPTS & STRATEGIES

WHAT IS SUCCESS?

- To attain a desired object or end
- A favorable termination of a venture
- The attainment of wealth, favor or eminence (a position of prominence or superiority)

WHAT IS MOTIVATION?

- From the word motive
- Something that causes a person to act
- A recurrent phrase or figure that is developed through the course of a musical composition
- The condition of being motivated
- A motivating force or influence

MOTIVATE

- We can motivate them through **RECOGNITION**
- We can motivate them by helping them develop their **IDENTITY**
- We can motivate them through a curriculum that offers **SEQUENTIAL LEARNING EXPERIENCES**

AXIOMS FOR THE SUCCESSFUL TEACHER

- We have to be a “**PREACHER**” as well as a “**TEACHER**”
- We must focus on the **INTRINSIC** and not the extrinsic
- The **WHOLE** must take precedents over the parts
- Every train has a last car...don't try to get rid of the last car, just get the train to move faster!!!

THE FOUR BASIC TEACHING STEPS

1. Clarify the task to be performed
2. Let the student do it
3. Observe the student's performance
4. Praise and/or re-direct his or her efforts

BASIC TEACHING STRATEGY

Reinforce the desired behavior!!!

Communicate **EARLY** and **OFTEN** with parents and administrators.

BASIC BEGINNING INFORMATION....

PLAYING ON MOUTHPIECES

- Woodwinds (see attached sheet)
- Brass – Buzz air straight through the mouthpiece

RHYTHMIC WORK

- Recordings of music
- Have students clap to beat
- Have students mirror your movements
- Write in the counts and then clap them
- Counting music involved COUNTING

DEVELOP A ROUTINE

- Materials – method book, music, pencil, supplies
- Posture – head up, feet flat on the floor, body posture, instrument position
- Check own instrument each time it is used
- Never touch anyone else's instrument
- WTQ – Warm Up, Tune Up, Be Quiet!
- Keep eyes and ears open and ready
- Place for cases and other belongings

H.E. NUTT'S 8 TEACHING POINTS

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1. Tone Production – Intonation
2. Start – Sustain – Release
3. HOLD STILL
4. Count time until it becomes a feeling of good rhythm
5. Routine of musical expression and style
6. Register
7. Technical Efficiency
8. Interpretation – Good Judgements

Teach Students HOW To Practice

- What questions should they ask themselves?
- How should they practice the work?
- Teach the students to practice a measure a minute
- Think repetition (physical conditioning)
- What is the key?
- What notes are altered?
- What is the meter (time) signature? What does it mean?
- What is the tempo? Can you clap it or tap it?
- What kind of note (eighth, quarter, half) is the music's fundamental structure?
- What is the name of each note?
- What are the counts for each note (rest) of each measure

- Can they sound each tone as a “long-tone” note
- Can they play the work SLOWLY and build speed through competence?
- Can they identify any and all dynamic markings?
- Can they identify and “say” all articulations?
- Ask the student to learn a “small” amount of material
- Ask the student to practice the material that was taught as opposed to asking them to go home and learn new concepts that have not been taught or covered in class

When the Class Starts...Do You Have A Lesson?

- Welcome
 - Recognize them as people first
 - Review/reinforce room procedures – PRAISE!!!
 - Objectives
 - What was covered last class
 - What material was covered and what they did well
 - What they could have done better
 - Identify what is to be done today – give an overview
 - Teaching Strategy
 - How will the material be presented
 - Think about variety and pacing in the lesson
 - Check for understanding and retention often
 - Evaluation – Assessment
 - Here’s what we did...how did we do?
 - What was good?
 - What could have been better?
 - What are we going to do the next time?
 - Announcements
 - Thank them for their work
 - Acknowledge them for their efforts
 - PRAISE PAYS!!!

SOME IDEAS FOR INCORPORATING MORE THAN JUST THE NOTES INTO YOUR MUSIC...TEACHING COMPREHENSIVE MUSICIANSHIP

Explain all terms and concepts

- Have students keep a journal
- Give students terms to look up in a MUSIC dictionary

Have the students look for CONTRAST in the music

- What is different within the piece?
 - What instruments were added? What instruments stopped?
 - Dynamics
 - Rhythms
 - Style
 - What is the
 - Highest note?

- Lowest note?
 - Longest note?
 - Shortest note?
 - Note that gets played the most?
- What is different between this piece and the last one we played?
 - Title
 - Tempo
 - Key
 - Style
 - Dynamic
 - Composer
 - Arranger

Provide students with handouts

Develop worksheets for them to complete

Put a timeline on the board

Enter musical items above the line

Enter related information under the line

Put a world map on the wall and identify various musical selections with the continents or countries of origin

WHEN REHEARSING

- Tell students WHO to listen to?
 - Identify the music's
 - Foreground
 - Midground
 - Background
 - Ask them to match sounds (not tune)
 - Ask them to identify colors (timbre)
 - Bright
 - Dark
 - Ask them to identify sounds
 - Higher
 - Lower
 - When modeling, sing accurate pitches
 - When modeling, sing accurate rhythms
 - When modeling, sing accurate articulations
 - When modeling, sing accurate dynamics
 - When modeling, sing the correct style
 - When students make a mistake, explain it this way:
 - This is what I heard you play
 - This is what you should have played
 - Can you tell me the difference?
- OR
- This is what I see in my music

- This is what I heard you play
- Can you tell me difference
- Ask another student to listen to the (name of section or person) and tell me
 - What you hear?
 - What dynamic did that person play?
 - Did they play with a steady tempo?
 - Would you say they played light or heavy?
 - Would you say they played rhythmic or smooth?
 - Did they play in the correct style?

CONCLUSION

Success with the beginner will occur if you involve them in the process. They must feel as though they are learning, making good progress and contributing to the class as a whole. Every student has a “catch-on” point, and it may not be during the first week or first month...or even the first year. Keep on trying. And remember....a great teacher using great materials is destined to make great music! Good Luck!