the Inclusive Ensemble

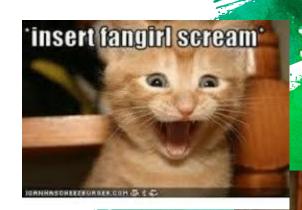
Rachel Maxwell Traughber Junior High Thebandroomspage.com

January 25, 2019

#IMEC2019







Me listening to bands...

LISTENING TO

HENRY MS BAND



This presentation and supporting materials will be available on thebandroomspage.com so sit back and relax!



Every Child Can Succeed

This belief lives in the center of **every** decision for **every** ensemble.

Our job is to teach the students we have.

Not the ones we would like to have.

Not the ones we used to have.

Those we have right now.

All of them.

Dr. Kevin Maxwell



WE are TEACHERS

A teacher's relationship with a student is the number one factor in that student's success in the class.

- Josh Shipp





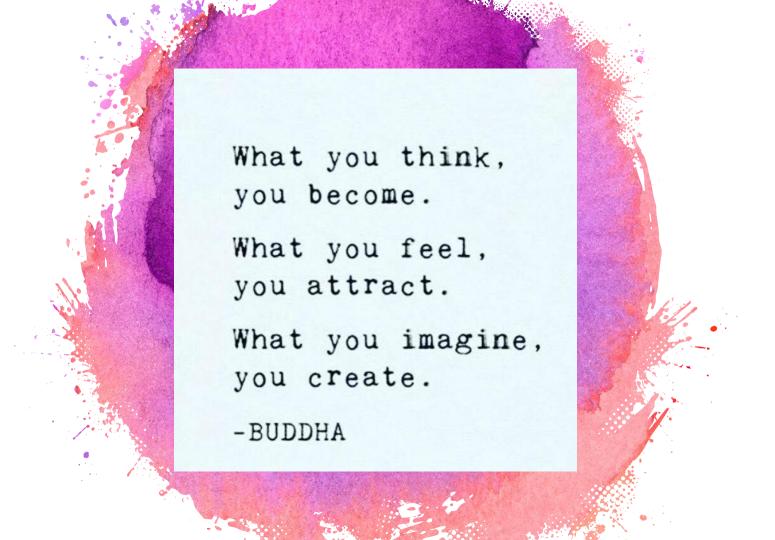


The teacher's mindset determines the environment.



What **WE** believe is what will be the reality of the experience.





March Diabolique

Brian Balmages
FJH Music Company
Grade 2.5



Inclusive [in-kloo-siv], adj.

- Encompassing everything concerned
- Comprehensive
- Enclosing
- Embracing



Inclusive Ensembles may be...

- Grade Level
- Multiple Grades
- All Students in the Program
- Include Special Education & Special Needs Students

We have all heard (or even said),
"If I had ...



a good schedule... better equipment... more support... kids who take lessons... a budget... more staff... ability based groups...



Then, I could ...



...sound better

...perform harder music.

...do better at contest.

...keep more kids.

...sound like fancy band X.

...play at that clinic.



These are all **real** concerns but we cannot always **control** them.

We **can**, however, control many other things.



Things you can control:

- 1. Your beliefs
- 2. Your attitude
- 3. Your thoughts
- 4. Your perspective
- 5. How honest you are
- 6. Who your friends are
- 7. What books you read
- 8. How often you exercise
- 9. The type of food you eat
- 10. How many risks you take
- 11. How you interpret situations
- 12. How kind you are to others
- 13. How kind you are to yourself
- 14. How often you say "I love you"
- 15. How often you say "thank you"
- 16. How you express your feelings
- 17. Whether or not you ask for help
- 18. How often you practice gratitude
- 19. How many times you smile today
- 20. The amount of effort you put forth
- 21. How you spend/invest your money
- 22. How much time you spend worrying
- 23. How often you think about your past
- 24. Whether or not you judge other people
- 25. Whether or not you try again after a setback
- 26. How much you appreciate the things you have



BY RUBEN CHAVEZ // THINKGROWPROSPER

Success at anything will always come down to this: Focus and effort. And we control both.



What if instead, we thought: "If I DO (insert action here!), then the kids CAN DO

(insert result here!)"?





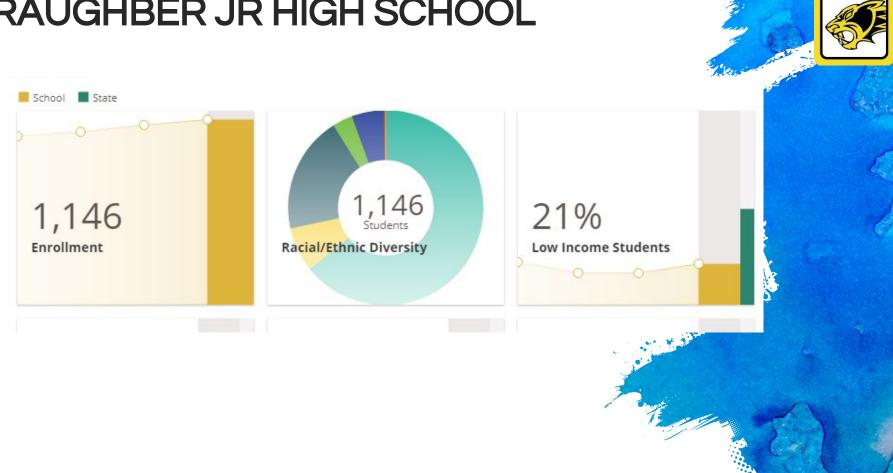
TRAUGHBER JR HIGH SCHOOL

World-class schools serving caring communities

(I **LOVE** quoting the district tagline when I get push back on some of my crazy, grand plans.

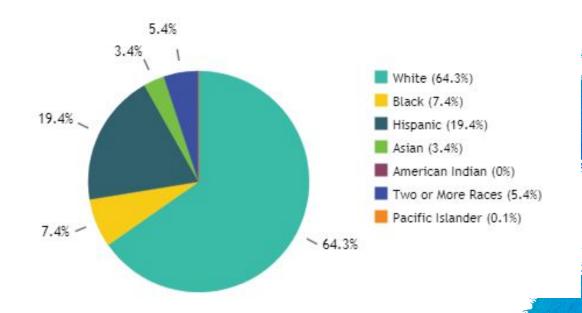
It **DOES** say **World** Class...)

TRAUGHBER JR HIGH SCHOOL

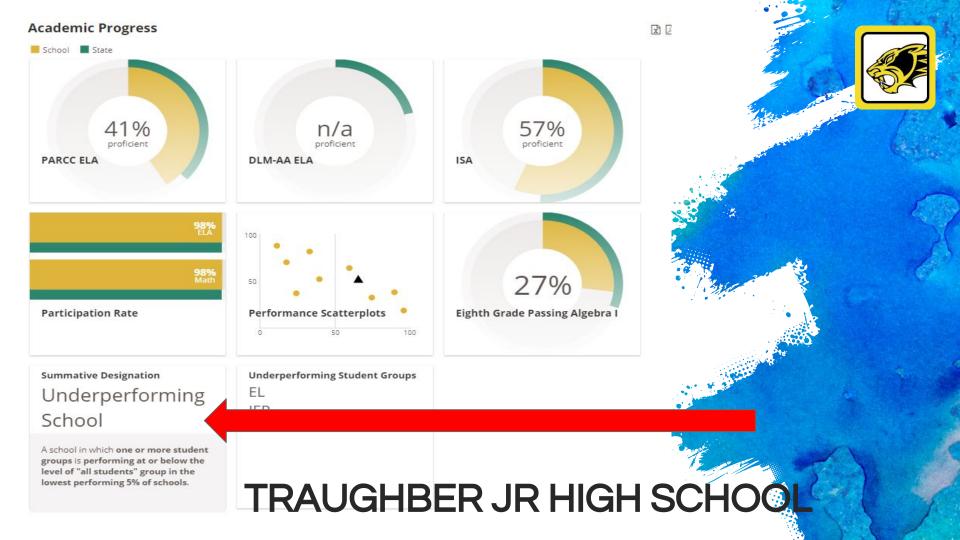


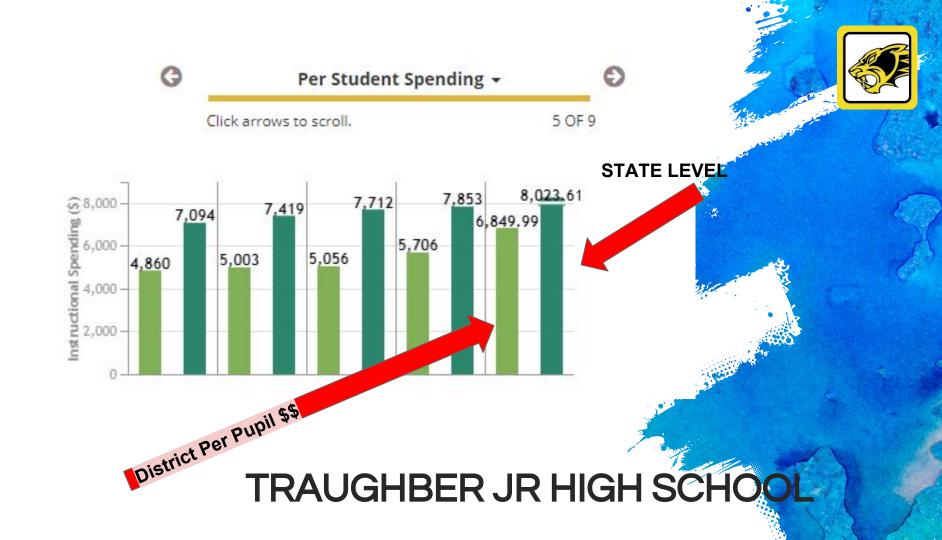
Racial/Ethnic Diversity

Percentage of students belonging to a particular racial/ethnic group.



TRAUGHBER JR HIGH SCHOOL





Gr 6-8

Students in Standardized Test Range from **4th - 99th** percentile.

425 Band Students

15% of band students with IEP & 504 Plans

2 Full Time Directors

25% of band students with medical need plans

We welcome students from

- Honors
- Gifted & Talented
- Regular Education
- Special Education
- Homeschool Programs



We welcome students from

- Deaf & Hard of Hearing
- ESL
- Functional Behavior Integration
- Emotional Disability
- Assistive Technology Programs



Students begin band in 6th Gr @ TR.

75% of students perform on beginner level rental equipment.

15% of students take private lessons.

Band meets daily for 41 min.

In-class Percussion Coach 1X per week.

No sectionals outside of class time.

Before School (50 min)- Jazz Band T/TH, 8th Gr Band Fri

1st-Prep (all periods 41 min)

2nd-Beg Clarinets & Percussion

3rd-8th Grade Woodwinds & Percussion

4th-Lunch/Retests

5th-Beginner Brass

6th-Beginner Flute & Saxophones

7th-7th Grade Brass

8th-7th Grade Woodwinds & Percussion

9th-8th Grade Brass



Building Budget for TR Band

\$1200 (percussion coach)

District Budget for TR Band

\$1000 repairs

\$400 fees & dues

\$1000 supplies & materials

\$1500 new instruments

Band Booster Fundraising

Cookie Dough

Culver's Nights

\$15,000

We provide scholarships for instruments, uniforms, lessons and travel.

The Traughber band program is also...



Enthusiastic Kids





NOT Enthusiastic Kids





Attentive Kids



Spaced Out Kids

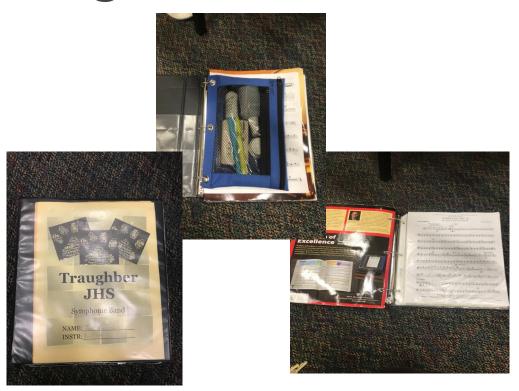


Kids Named Will or Matt who play brass





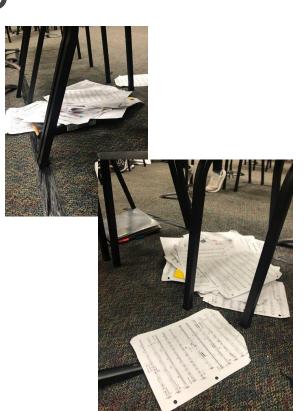
Organized Kids





Disorganized Kids





These are REAL!

er jahilla indian

Brass Kids w/ Braces



The struggle is real...

Athletes





Book Worms





Friends











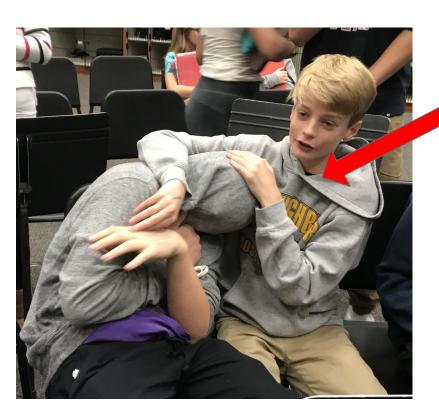
Frenemies







A Place for Everyone



Even this goofball...



"Sometimes our young people are just amazed when we accept them for who they are. Like their identity has been challenged or dismissed or rejected so often that they come to expect it. Just letting them be themselves is such an important act of love."

THIS band is a mix of a bunch of regular kids! We are NOT audition or ability based.









We are all ready to do this at different times in our career.



August 2018

January 2019...



There isn't a "right" answer...

but we need to have a **real** answer.



Can it be for student AND director?

Can it meet emotional and musical needs for both?



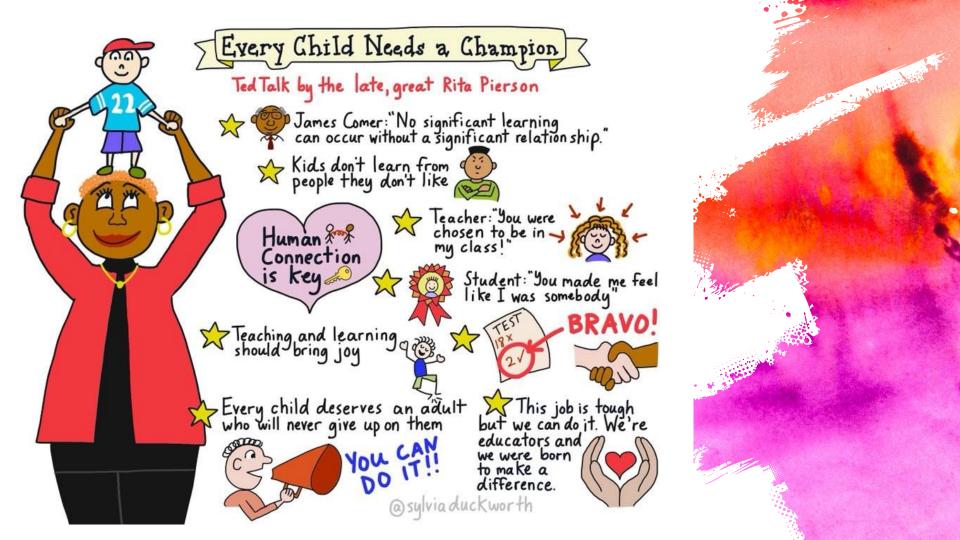


Who I want to be like. Who inspires me.

The **REALLY** great directors focus on the needs of the students and the results and director satisfaction follows.





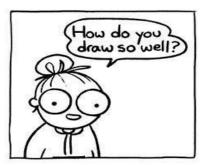






"Talent" has very little to do with the success of the majority of students.



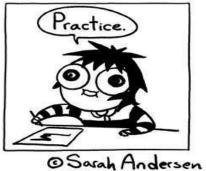














Do we see the student as they currently are or what they can be?



When a child is learning how to walk and falls down 50 times, they never think to themselves, "Maybe this isn't for me."

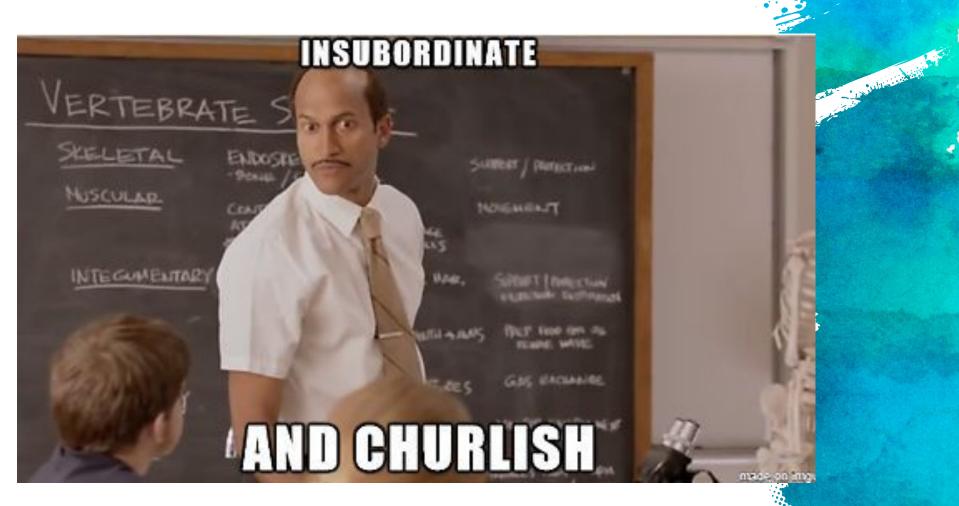
Keep moving forward. Keep trying ♥





The director **MUST** be willing to be mentally stronger than any laziness, apathy, remedial ability or teenage side eye.





We must be Resilient, Consistent, Insistent & Persistent.



"Perhaps all the **dragons** in our lives are princesses who are only waiting to see us act, just once, with beauty and courage. Perhaps everything that frightens us is, in its deepest essence, something helpless that wants our love."

— Rainer Maria Rilke



Avengers Humor:

"Hear me and rejoice! You have had the privilege of being saved by the **Great Titan**. You may think this is suffering. No... it is salvation."







The program will never be more important to anyone than it is to you.



Unreasonable expectations will destroy the path to excellence.

Decide what are reasonable expectations to meet the program's' goals and be willing to live with the consequences.

Many directors will win a battle or two but **lose** the war when structuring the program.





When creating rules, policies, calendars, etc., envision your ultimate **goal** for **every** student.

Reasonable flexibility
helps students know
that they are important
to you and the program.

Is the goal to **bring** more kids in or **send** some kids out?





Ultimatums end relationships.

Consistency in daily rehearsal structure, assessment procedures, routines and expectations will give students a sense of security and build a foundation of trust.

Consistency

That **trust** leads to strong relationships with students and families.



Consistency

Chaos in the program creates chaos for families and is disrespectful of the students' time and home schedule.





Symphony #4, Mvt. 1

Andrew Boysen

Neil A. Kjos Music Company

Grade 3



How do we build it? It starts at the podium.



Are students proud of their work?



Do students to have expectations for themselves and each other?

Is band an emotionally safe place for everyone?



Three fundamental signals:

- 1) we are safely connected
- 2) we share accurate information
- 3) we know which way to move

Culture is about signaling.

We perceive signals that we are safe (or not);

whether we are being 🔀 vulnerable by sharing accurate information (or not),

and whether we are moving in the same direction (or not).



Improve your signals and you will improve your culture.

Culture isn't magic. It's about tuning into a series of small moments that send powerful signals:

You are safe. We share risk here. We are headed this direction.

Building Culture-Reading!

Daniel Coyle John Maxwell

Dale Carnegie

Business Leadership & Marketing

Models



The Coaching-Trainer Model

"Musical Personal Trainer"







If they can do all of it without you=Too Easy

If they can't do any of it without you-Too Hard

Try to SLOW DOWN!



Allow for **overlap** from year to year

Do not start with brand new material!

Reinforce for stronger students &

Catch the students who fell through the cracks.



Slow is good.

Teach for student DEMONSTRATED MASTERY.



CONCEPT Driven

NOT Material Driven



Spiral Curriculum

Constantly return to fundamentals

Review and build



Tone

Timing

Articulation

Blend

Balance

Pitch

Expression

Style

Literacy



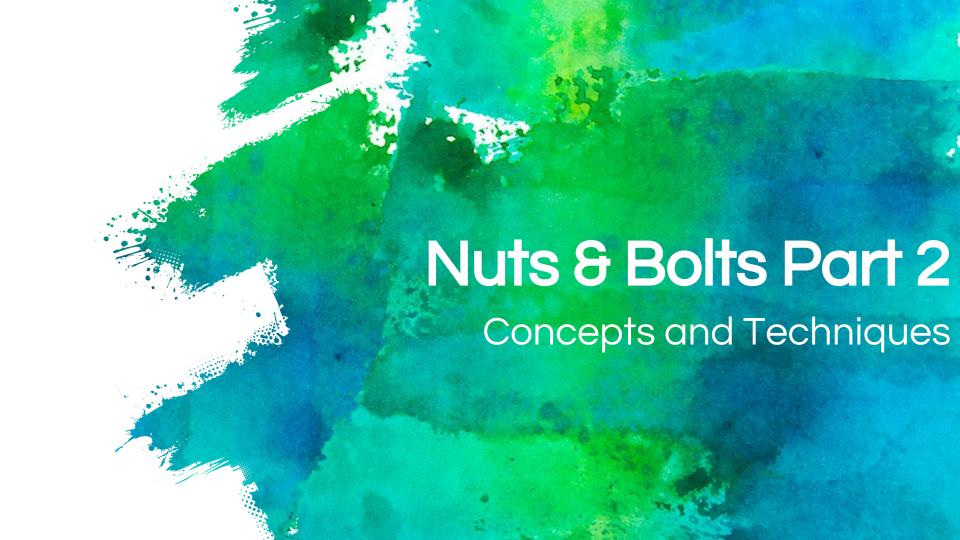
The literature you select will build upon all concepts at the correct level for each ensemble.



bit.ly/traughberband

Full curriculum with objectives and learner outcomes is on my website-feel free to use it.





March of the Belgian Paratroopers

Pierre Leemans arr by James Swearingen Hal Leonard Grade 3



Fundamentals

How we do anything is how we do everything.

Fundamentals

It all begins with posture and position.





- Play examples
- Use exemplars-recordings!
- Drone (tuning CD)
- Model constantly
- Never accept poor tone



- Long tones
- Air=tone
- Blow into balloons
- Listen and Compare (back and forth)
- "Around the Room"-match Intensity
- Let students use tuners

- Hum/Sing
- Teeth apart for brass
- Focus on quality of buzz for brass
- Flat chin, firm corners for all
- WW equipment-critical

See "Help for Horn Players" clinic on website for more info

- Consistent Counting System
- Count out loud
- Move a body part-large muscles help with memory.
- Use the screen so kids track correctly-guide them!

Daily Rhythm Sets (Smartmusic)

Rhythm Bee (online program subscription)

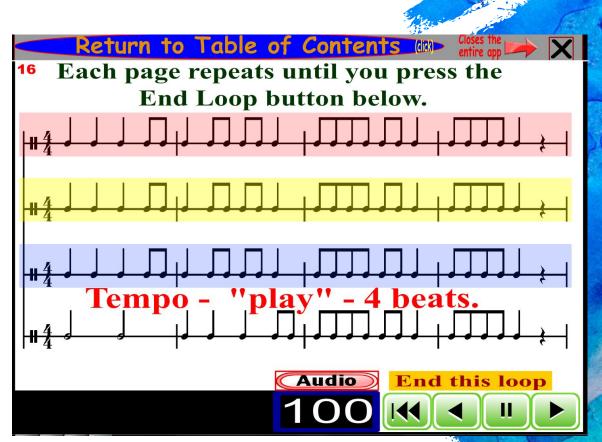
Hand tap on leg to establish pulse

Rhythm Set #3

Eighth Notes

Daily Rhythm Sets

rhythmbee.com



Play with a **Metronome**

Hiss/sizzle/finger

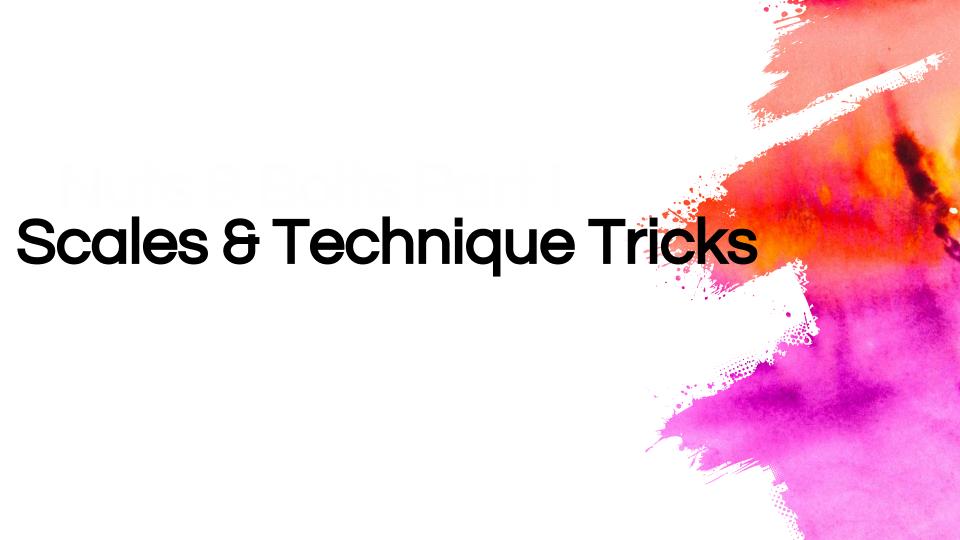
Subdivide/BOP



Play with a Metronome

Slow Down





Use the screen so kids track correctly

Teach in steps

Use Beginner Scales-less scary!

All 12 Major Keys are used

Chromatic Scale for all grades (number the notes in the fingering chart box)

Beginner Scales taught on the screen

INSTR	1	2	3	4	5
C	Bb	C	D	Eb	F
Bb	C	D	Е	F	G
F	F	G	A	Bb	C
Eb	G	A	В	C	D

Scale Master Scale #1 (Bb)

Sixth Grade Version Major Scales-Bb Instruments

- 1. C D E F G
- 2. F G A Bb C
- 3. Bb C D Eb F
- 4. Eb F G Ab Bb
- 5. Ab Bb C Db Eb
- 6. Db Eb F Gb Ab
- 7. Gb Ab Bb Cb Db

Beginner Scales taught w/ handouts

Beginner Scales

12 Major up to the 5th and down, easy range Chromatic

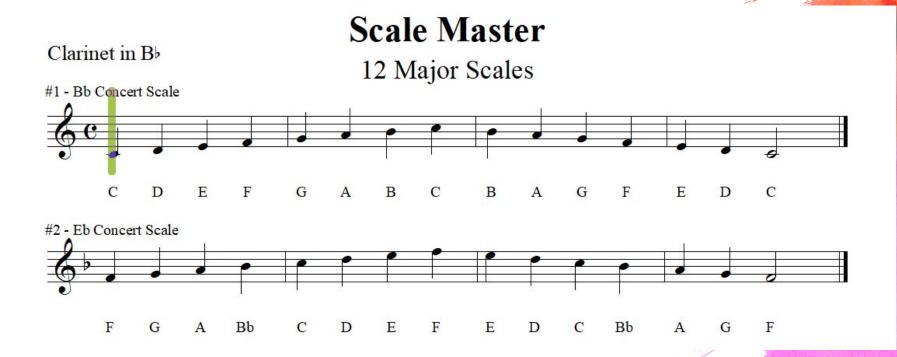
Intermediate Scales

12 Major One Octave, Chromatic

Advanced Scales

12 Major Extended Range, Natural Minor, Chromatic

Scales & Technique Tricks



Scales & Technique Tricks

NAME:

1. C D E F G A B C

Major, Nat. Minor. Chrom Scales-Bb Instruments

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

2. F G A Bb C D E F D E F G A Bb C D

ABCDEFGA

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

3. Bb C D Eb F G A Bb G A Bb C D Eb F G

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

4. Eb F G Ab Bb C D Eb

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

5. Ab Bb C Db Eb F G Ab F G Ab Bb C Db Eb F

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

6. Db Eb F Gb Ab Bb C Db Bb C Db Eb F Gb Ab Bb

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

7. Gb Ab Bb Cb Db Eb F Gb Eb F Gb Ab Bb Cb Db Eb

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

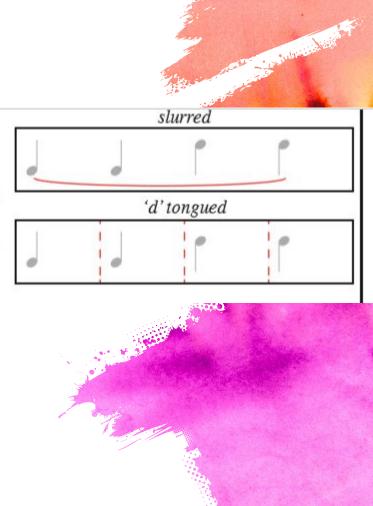
Articulation Tricks



Articulation Tricks

- Air drives articulation.
- Clear aural examples.
- Use sound and visuals.

Articulation Tricks



staccato

/stak'kato/ /sta'ko:tao/ detached, disconnected, i.e. with breaks between successive notes Italian, past participle of staccare (distaccare) 'detach' 1724 cf. tache, tack, attacca

accented

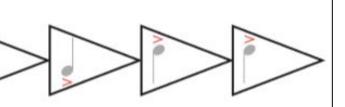
/'aek,sen(t)ed/ distinguished audibly with accent or stress Latin, accentus, accenture 'to stress' 1589 cf. accentuate



/le'gato/ /le'go:teo/ smooth and connected, with no breaks between successive notes

Italian: lit. 'bound', past participle of legare to bind < Latin ligare 1786 ct. ligament, ligature





Match the Trio (self & 2 neighbors)

Match the Section

Match the Choir

3D Balance (James Barnes Clinic from early 90's)

Melody

Bass

Counter Melody

Harmony



Pyramid (McBeth)

Used for:

Tutti

Unisons

Resolutions











slow down.

Slow Down.

SLOW. DOWN.







Tricks & Toolbag

Rehearse the group in front of us, not the fantasy group in our head.

Tricks & Toolbag

If you want the group to learn something it **MUST** be taught **in** class and rehearsed.



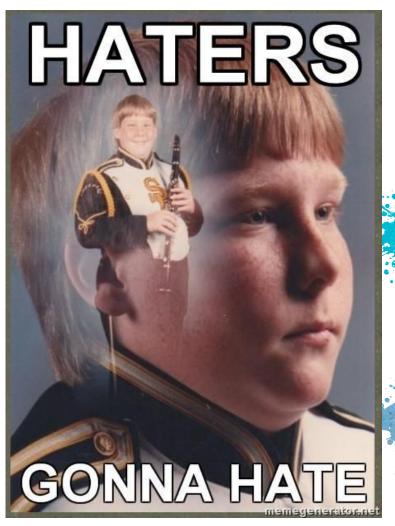




I believe that 20% of the students will be "die hard" band kids. These kids will love everything about band almost all of the time.



10% of kids will be "on the fence" and may only be there because a parent is insisting on it.





The remaining 70% will be casually committed.

These students like band if it social, fast paced, rewarding and meaningful.





The better the quality of music, the more your students will be engaged.

Engaged students stay in band



(I need to always remember this too!)

what when the same

Program for the band actually sitting in front of







Listen to as many bands as possible.

Make **lists** of literature –identify with possible level and time of year

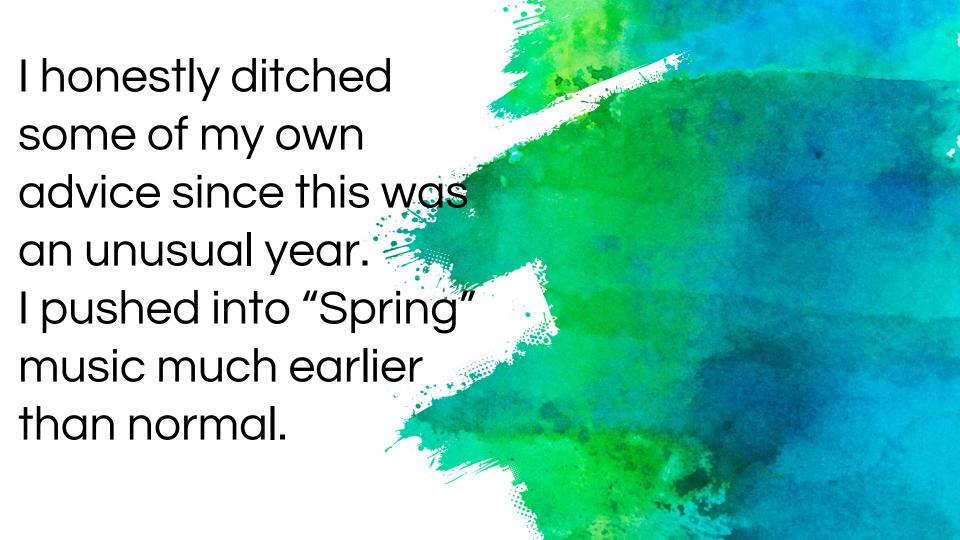


Beginning of year-program for **confidence** building

Address weaknesses of take safe steps during Fall cycles

Program to **strengths** in the **Spring**

(Thanks Chip DeStefano!)

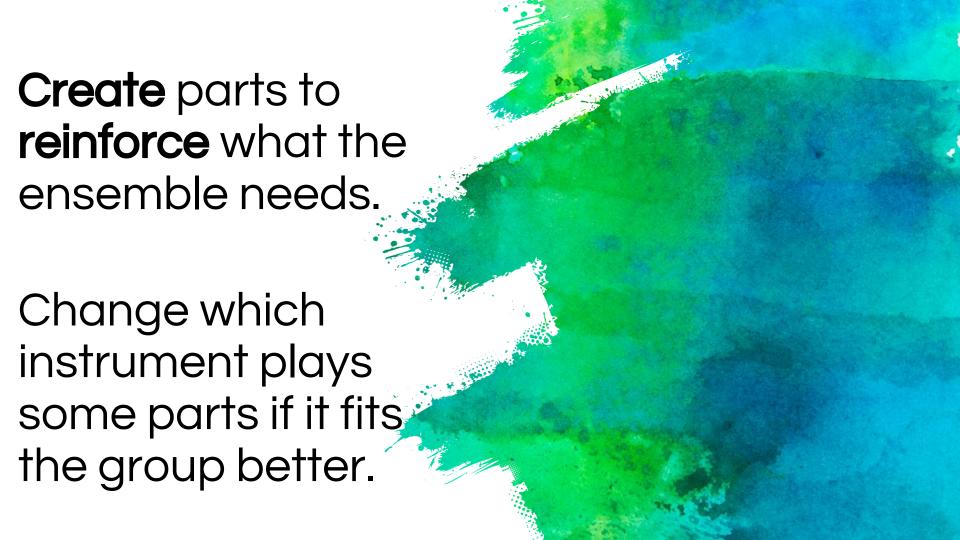




Edit & Adapt Parts if Needed

If Mr. Lega can do it, we can all do it!





Students annotate **BEFORE** Reading through the Piece! See my website for **Annotation Guide!**

Traughber Band Music Annotation Guide

- 1. First and Last Name printed at top of each page
- 2. Number each measure (small and neat)
- 3. Key Signature
 - a. Circle and identify notes in the key
 - b. Mark all notes affected by the key as they occur in the music
 - i. Flats, Sharps & Naturals are placed before the note head.
 - ii. Mark fingerings of these notes as needed
 - iii. Highlight frequently missed notes
 - c. Repeat this process when the key signature changes in the selection.
- 4. Time Signature
 - a. Circle the top number of the key signature.
 - b. Repeat this process when the time signature changes in the selection.
- Accidentals
 - a. Locate accidentals and mark the note if it returns in the same measure
 - b. Mark fingerings of these notes as needed
 - c. Highlight frequently missed notes
- 6. Rhythms
 - a. Circle any rhythms which are new or unfamiliar to you
 - b. Write as many counts in on that measure as you are able to
- 7. Signs & Symbols
 - a. Write the English translation of all tempi and style indicators
 - b. Highlight all dynamic indicators including crescendos and decrescendos
 - c. Find, identify and highlight any special directions: repeats, D.C. al fine, etc.
- 8. General Technique
 - a. Locate any notes you are not familiar with
 - b. Look up the note in your fingering chart.
 - c. Write the note name in and confirm the fingering

Don't ACTUALLY read this. Find it on my website!



Time Signature/Key Signature=Purple

Don't
ACTUALLY
read this. Find
it on my
website!



Black is the Color...

Robert Sheldon Alfred Publishing Grade 2



If it Matters, Measure it

If it's **important** enough to **teach** then it is important enough to **measure**.

If it Matters, Measure it

Never assume kids know something based on their body language in class.

They are masters at **faking** it!

If it Matters, Measure it

Measure what the kids can and cannot do to **drive** instruction.

Discover who **needs** review, more help, advanced material

Variations on a Playing Test

- Down the line
- Going out with another teacher
- RecordingSmartmusic, etc.

Variations on a Playing Test

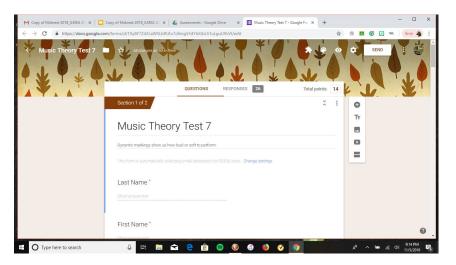
A **single** concept is ok (standards based approach)

Tests **do not** need to be a whole line or etude-one or two measures is sometimes enough.

Variations on a Written Test

- Short
- Consistent
- Google Forms in Quiz Mode
- Kahoot
- NinGenius
- Quizlet

Variations on a Written Test



Google Forms-easy to use! M Copy of Midwest 2018 JLMEA 20 x Copy of Midwest 2018 JLMEA 20 x Assessments - Google Drive x Make Music Theory Test 7 - Google Fo: X + ← → C https://docs.google.com/forms/d/1Xy8F7Z42LaW5LbRUIo7cBmg5FdYhiGbLS1uLguU9vVI/ed After section 1 Continue to next section Section 2 of 2 Dynamic Markings The Italian word for the dynamic symbol F.* piano mezzo forte O forte () fortissimo The Italian word for the dynamic symbol MF.

Set up a test **schedule** and make yourself **stick** to it.

Weekly is best for kids to develop strong habits.

Weekly recorded tests (on Smartmusic).



Relatable Post #1558

"This is not an assingment you can do the night before."

CHALLENGE ACCEPTED



so-relatable.tumblr.com



Weekly live test in class (very short and quick).

Hear **every** kid **every** week-catch the issues, praise success and no one gets to hide!

Test very **small** chunks of technique material and concert music.

Approach it as helping the kids improve.

Assessment cannot be a punishment.



Once a test has been completed we allow **retests** until the end of the grading period.

What is the end goal?
To zing a kid or to help them get stronger?

You can do it better now? Then let's hear it!

No Zeros allowed-easier to get a 0 than do the test!

No D/F Tests allowed-easier to slop through than work correctly

We will pull kids in from lunch and track them down to do make up tests or retest low grades.

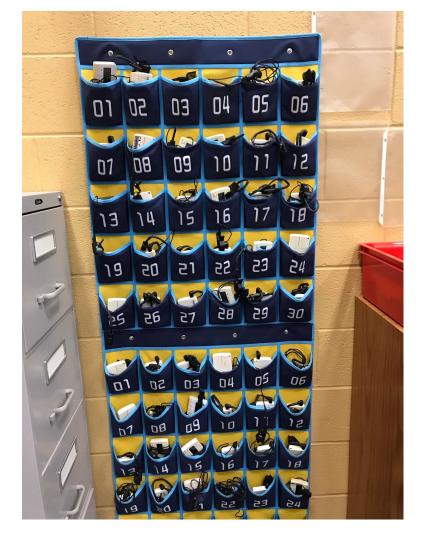
It is not optional.

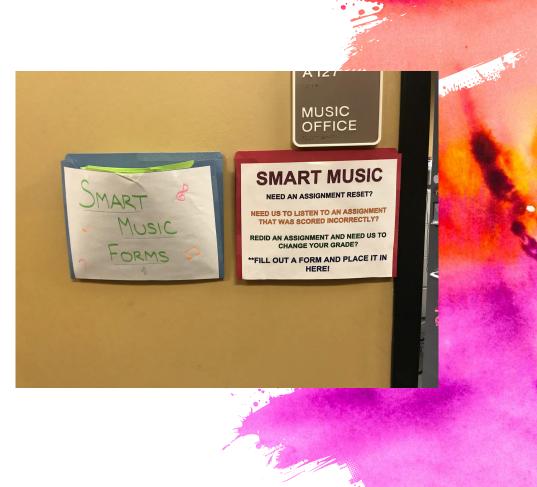


Use of Space

Have a **plan** for all of your space

Organized and clean spaces will help most children with anxiety or stress, clutter creates stress for many





Use of Space

Aisles

Space to move among band

Move instr together which play together



Daily Operations

Teach and practice all routines

All instructions, plan, warm up material on screen at front



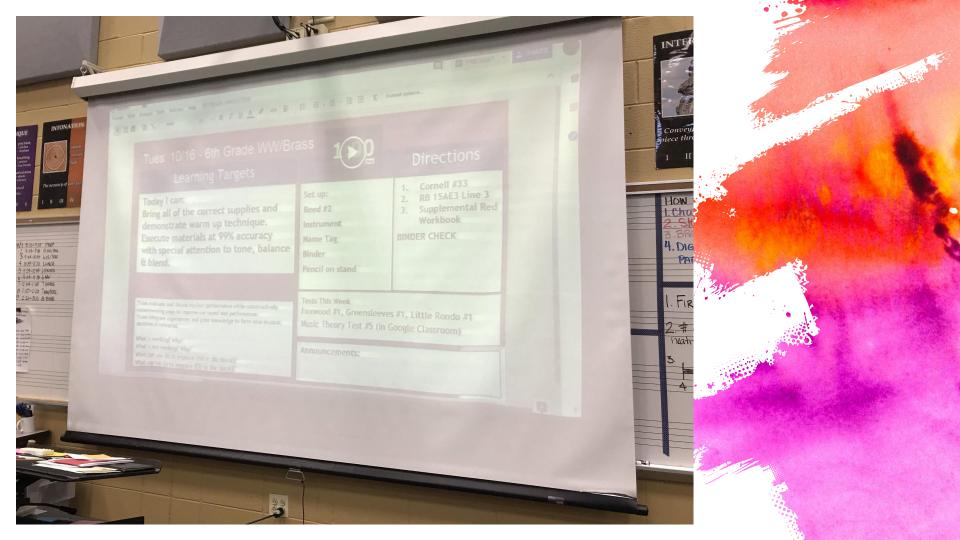


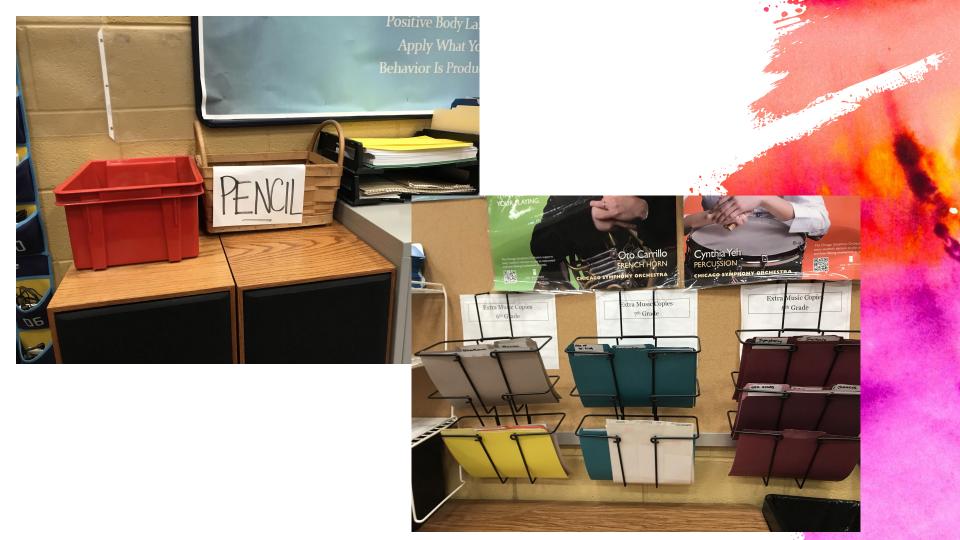
Daily Operations

All instructions, plan, warm up material on screen at front

Station set up

Return to seats after pack up





No Chairs-Rotated Seating

Allow student choice on some parts

Internal **competition**-tread carefully, support each other, celebrate each other

Who is **most** important? Who is **least** important?





Special Education, 504
Plans, ELL, Physical
limitations, Emotional
Support, ACES





Adaptations

Rewrite or modify parts
Carefully planned seating
Individual testing (outside of class instead of Smart Music)
Modified performance options

Support Without Stifling

Do only as much as the student needs to start being successful.

Utilize Student Leadership

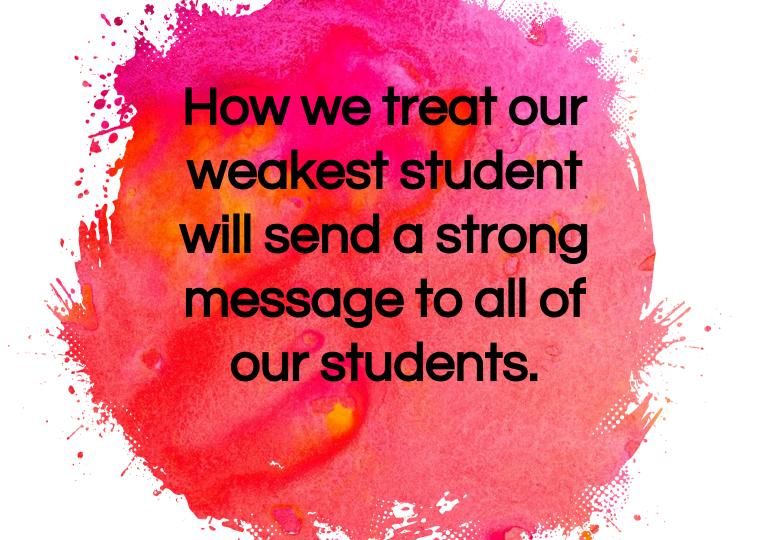
Careful seating

Peer coaching

Row Leaders

Talk and turns

Section sharing of problem areas





March of the Trolls

Edvard Grieg arr by Brian Beck Alfred Publishing Grade 3



A big part of our job is to **support** the weakest students.

The entire program will be stronger.



Inside every person you know, there's a person you don't know.



Close your eyes and imagine the best version of you possible. That's who you really are, let go of any part of you that doesn't believe it. ~ C. Assaad



Thank you!

Melinda Renier, Principal Amy Ryan & Chris Ferko, Assistant Principals Jessica Runyon, Assistant Director Scott Eriksen, Student Teacher Dr. Andrew Veit, Percussion Specialist Shan Kazmi, Non-work work-wife Shawn Maxwell



Thank you for attending!
Please use any material you find helpful.

Rachel Maxwell rmaxwell@sd308.org 630-361-4810 Thebandroomspage.com bit.ly/traughberband

