

# Fundamentals, Routine, Culture, Consistency:

## Building Success

- **Introduction**
- **Clinic Purpose**
  - To share ideas, strategies, and concepts that we have had success with at Nimitz.
  - To help teachers avoid common pitfalls and mistakes.
- **Fundamentals**
  - Non negotiables for beginners
    - Tone
      - Correct embouchures/vowel sounds
      - Lots of air usage
      - Good equipment
      - Concept of sound
      - (Dr. Garner - 4 things you need to make a good sound)
    - Rhythm
      - Teaching Rhythm Logically - Darcy Vogt Williams
      - Supplement with Rhythm Exercises and any other sheets we can find.
      - Count every day
        - Pulsing
        - Foot Tap - Down/Up - Toe/Heel - FTH by Dec/Jan
        - Different counting methods: 1 te/CTC/Toe Heel/count rests
        - Counting Games - Don't Break the Chain/Mess up Drop Out
    - Articulation
      - A little bit must be done every day. Don't get bogged down.
      - 1 taste bud on the tip of the tongue to the tip of the reed/teeth(general statement). Tweak for each individual student if needed.
      - Each instrument should have an articulation vowel: Floboe/DOO  
Cl/DEE - Sx/DEW - Trp/DEE/THEE - Hn/DAH/THA - Lb/DOH/THO
      - Play through rhythm charts on 1 note - Expand to multiple notes later
    - Reading
      - Flashcards
      - Mad Minutes
      - Get to the book sooner than later.
      - Remember: It may not sound great.
      - Try to read through 4-8 lines a day.
      - Essential Elements vs Rhythm Master
  - Non negotiables for Bands
    - Tone
      - Continuing to enforce concepts from beginner year
      - Correcting anything that may have slipped over the summer

- Lots of air
  - Intonation
  - Ensemble matching and blending
  - Always enforce listening skills - hearing vs. listening
  - Rhythm
    - Count every day- reinforce what was taught in beginner class
    - Unison lines- duettinos, method books
  - Articulation
    - Use articulation page
      - I play, you play - Use your instrument
      - Teaches them what each style marking means
      - Another way to teach internal subdivision
      - DTR
  - Reading
    - Sightread every day
    - Reinforce the daily reading you did in beginner band
  - Technique
    - Region Music
    - Scales and scale patterns - Fussels book, blue book
- **Routine**
  - “Routine can be deadly” - Dr. Garner
  - Replace routine with framework
  - Don’t let the students get comfortable
  - Example of our Beginner Daily Routine for Beginners
    - Entering the room
    - Chants (posture chant, key chant)
    - Count (2 lines a day, 1 chart a week)
    - “I Play, You Play” (articulation, moving fingers, etc.)
    - Fundamentals (flute exercises, register slurs, lip slurs, long tones)
    - Scales (tetrachords, one octave scales, two octave scales, all-region scales, chromatic)
    - Book (4-8 lines a day)
      - Count and clap
      - Finger Note Name
      - Finger tongue
      - Play it
      - Student performer during the process
  - Though the framework is there, the material is changed daily to keep students from memorizing. Ex. Counting - Chart 5 - might do m1-8 on Monday and m 9-16 on Tuesday. If we do revisit material, we try counting a different way.
  - Talk about Clarinet warmup that we do
  - Example of Daily Routine for Band
    - Entering the room
    - Announcements
    - Hum-AH
    - Concert F/F around the room/Long Tone 1A
    - Articulation exercise
    - Lip Slurs
    - DPU Exercise
    - Scales/Chromatic Scale

- Performers - Region Season
  - Duettinos
  - Concert Music
  - Expectations
    - All supplies pertaining to their instrument
    - Band Binder
    - Pencil
    - Tuner w/hookup
- **Culture**
  - Recruiting and Retention
    - Recruit the right kids
    - Hard work is not a bad thing
    - Make more than one appearance with the kids
    - Students will usually stick with something they are good at
    - Talk individually with the students that are wanting to quit
    - “You only get out of something what you put into it”
    - Performances
  - Treatment of Students
    - Treat students fairly
    - Build a healthy relationship with the kids. Kids love humor.
    - Kids will start to learn and understand what is acceptable and unacceptable.
  - Private Lessons
    - Build a private lesson program
    - Encourage your kids to take private lessons
    - I use the band camp approach
  - Communication
    - Director to Parent
      - Newsletters and emails
    - Director to Admin
      - Newsletters and achievements
    - Cluster Communication
  - Social Events
    - Summer Band events
      - Dress up days
      - Prizes
      - Playing Contests
    - Nimitz Band Cookout
      - Bring family, outdoor play items, pets, etc.
      - Chance to meet new parents.
    - Movie Nights
  - Band Camp
    - Really push band camp
      - Tell to kids first in the fall
      - Parents at Christmas Concert
      - Parents at Spring Concert
      - Follow up with kids that are interested
      - Personal phone calls to parents of kids that are interested or need to go.
      - Past band campers are great recruiters
      - Band Camp bulletin board

- Offer fundraising opportunities
  - Accountability
    - Build from day 1
    - Are you truly holding your kids accountable?
    - Do you hold true to your word?
    - Are you honest?
    - How do you hold yourself accountable?
- **Consistency**
  - Entering the classroom
  - Discipline
  - “What are we doing today” >:(
  - 6 second chair test
  - Missing work - expectations and structures are the same
  - Get to a point when the students can start class on their own
  - Practice Records
  - Directors working as a team and having the same vision/goal/expectations
  - No movie days
  - Teach your kids not to waste time.
  - Mentors
    - You MUST have a mentor!!
      - Wouldn't it be cool if...
        - If you have that expectation for your student, you should definitely have that expectation for yourself - credit Ryan Johnstone
    - What's the difference between a mentor and a clinician
      - Tell you what you're doing right and what you're doing wrong
      - Point out weaknesses in your program
      - Assess your teaching habits
      - Call you out
      - Point you to other experts
      - Assist with classroom management
      - Point out whether or not your fundamentals are appropriate
      - Give you advice on improving both professionally and personally
      - Advise your career path
      - Create a friendship
      - Point out future problems
      - Will help you with day to day activities
      - Help you when you run into problems
      - Talk to you often
      - Support you through the ups and the downs
      - Provide the benefit of their experience in mistakes
    - Finding a mentor you trust and understand
    - Follow through on mentor critiques
    - Be willing to have an open dialogue with them
- **Things we have learned**
  - “Routine is deadly” - Dr. Garner
  - Beginners need to understand early that music is constantly changing. They don't need to ever feel comfortable with something.

- Human nature is to want to be right no matter how you get there. “I would rather you produce the wrong result doing something the right way than produce the right result doing something the wrong way” Ex. Clarinet embouchure
- Kids need structure
- You can be strict with kids as long as the relationship has been developed. If the relationship isn't there, you will most likely lose them - my first year I didn't do that
- Most of the time, the reason the students aren't progressing is because of you. (Most of the time the students are ready, you aren't)
- When something isn't working, leave it. Try something new.
- We have our 4 Steps to Success, make sure the students understand why we do the steps and that they continue using them even when they start playing.
- Sectionals are essential for growth, reinforcement, relationship building, ensemble success and individual success
- You need to listen to each student play individually every day. DTR; In advanced classes, you can do this on two measures of a fundamental exercise, etc.
- You must set goals/incentives and have a YAG; Know where you want to be by the end of the 6 weeks, semester, etc.
- Ask lots of questions and check for understanding; Ask “Why?”
- Students tend to take on the habits of their director(leader).