

# No Pull-outs? No Problem!

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# Why this topic?

Not every program has the benefit of pull-out lessons.



We hope you find value in our methods regardless of your scheduling situation.

# Today We Will Discuss:

- ▶ Instrument selection
- ▶ Things all students can focus on
- ▶ Mouthpiece sounds alone
- ▶ Instrument assembly
- ▶ The use of fixed solfege
- ▶ Teaching by rote at first

# Who We Are: Sarah Wolff

- ▶ Halsey Junior High School 157Q, Rego Park, Queens
- ▶ Large and diverse public middle school
- ▶ Band is chosen in 6th grade and continued through 8th grade
- ▶ 200 students in band; 96% 6th graders are beginners
- ▶ 40 minute periods every other day in groups of 25-35
- ▶ Concert and Jazz Bands receive Gold and Silver ratings at Majors





# Who We Are: Jenn Schechter

- ▶ Curie Middle School 158 in Eastern Queens
- ▶ Medium sized school with a very diverse student body
- ▶ Three year sequence, classes meet 4X per week and there are 45-50 students per class
- ▶ Beginning, Intermediate and Symphonic Bands, as well as Chamber Music program and Jazz Ensemble
- ▶ Annual performance at NYSSMA Majors Festival



# Who We Are: Pieter Voorhees

- ▶ New Explorations into Science, Technology, & Math (aka NEST+m), M539, Manhattan
- ▶ G&T K-12 school, 1800 students
- ▶ All students in grade 6-8 participate in band. Over 90% of sixth graders are new to their instrument.
- ▶ 43 minute periods on alternating day basis. Sixth & Seventh grade class size: 28-33. Grade eight class size: 56-60.
- ▶ Extracurricular Advanced Band and Jazz Band compete at NYSSMA Majors.





# Who We Are: Jeff W. Ball

- ▶ Grand Street Campus High Schools - 1800 Students
  - ▶ Bushwick neighborhood of Brooklyn, NY
  - ▶ 3 "Title 1" High Schools
- ▶ Shared Music Department - 4 Music Teachers
- ▶ 4 Full Concert Bands, 3 Jazz Bands, 4 Piano & 2 Guitar Classes
  - ▶ All meet daily except jazz
  - ▶ Beginners in 6 classes (over 180 this year!)
- ▶ 400 students in band program
- ▶ Over 95% start in 9th grade as true beginners
- ▶ All bands go to NYSSMA Majors each year



# Instrument Selection

"You don't choose your instrument,  
the instrument will choose you" - Anonymous

- ▶ Grand Street Campus Band Lesson 1 - Instrument Selection
- ▶ 4 Stations - Flute, Single Reeds, All Brass, Percussion
- ▶ Reliant on older student support
- ▶ 3-4 periods of music instruction



# Teacher Responsibilities During Instrument Selection

- ▶ Float to make sure all students are participating
- ▶ Serve as an assistant for station managers
- ▶ Individual Meetings with new students
  - ▶ Assign instruments
  - ▶ Record student information
  - ▶ Give out instrument specific information sheets

# Instrument Selection

- ▶ Overall video... here
- ▶ A little bit of chaos is OK.

# Instrument Selection

- ▶ 1braeutigamtea.... here
- ▶ Train Your Student Leaders



# Instrument Selection

- ▶ 2cussess5flutetaya video here
- ▶ The student becomes the teacher

# Instrument Selection

- ▶ Fail0leslieestephany... video here
- ▶ Failure is OK!

# Instrument Selection

- ▶ 4success5jeniseree.. Video here
- ▶ Everyone can succeed somewhere!



# Pre-Playing Concepts

Ideas to be introduced before instruments are assigned and distributed. They teach (or reinforce) core skills.

Can be used as full-on activity or as a warm-up.

Concepts:

- ▶ Rhythm
- ▶ Notation
- ▶ Pulse
- ▶ Breathing

# Pre-Playing Concepts: Flash Cards

Use 8.5x11 cards that suit your student's level.

(Hint: Hal Leonard Rhythm Flashcard Kit and/or Melody Kit)

Suggestions:

- ▶ Teacher leads, Students echo.
- ▶ Student leads, class echoes.
- ▶ Add a metronome. Students identify in tempo.
- ▶ Use a timer. Students identify cards for time.
- ▶ Lightning round: student(s) count a series of cards back to back.

# Pre-Playing Concepts: Pulse

Students develop a sense of a group pulse (or tempo).

Credit due to Ed Lisk.

## Instructions:

1. Instruct students to count out loud from 1 to 8 in a tempo of quarter note = 60.
2. Add conducted cues: Palms up, count out loud; palms down, count silently.
3. Continue this exercise and extend the timed silent counting for 4, 6, 8 seconds or beyond.



# Pre-playing Concepts: Breathing Exercises

It is important to address breathing with your beginners.

Start with a yawn.

**Simple Breathing:** Inhale and exhale for specified counts.

**Sip Extensions:** Inhale, hold, sip, exhale.

**Paper on the Wall:** Hold paper with a steady air stream.

**Pinwheel:** Move pinwheel with steady air stream.

# Mouthpiece Sounds

- ▶ Isolate sound production
- ▶ Focus on embouchure
- ▶ Students match specific pitches
  - ▶ Flute (Headjoint Concert A)
  - ▶ Clarinet (Mouthpiece/barrel Concert F#)
  - ▶ Alto Sax (Mouthpiece/neck Concert Ab)
  - ▶ Tenor Sax (Mouthpiece/neck Concert C#)
  - ▶ Brass - Echo patterns on mouthpiece Bb through F
  - ▶ Percussion - Echo patterns on mallets

# Mouthpiece Sounds: MS 158

▶ Insert video here

# Teaching Instrument Assembly

- ❑ It's difficult, go slow
- ❑ Flutes first
- ❑ 1 or 2 instruments per class while the rest are on mouthpieces
- ❑ Where possible, invite older students to help
- ❑ Students watch Youtube videos as a supplement
  - ❑ Link provided in handout and on website

# Teaching Instrument Assembly

- ▶ Insert 6T2flutedemo video here

# Use of Fixed Do Solfege

## Fixed Do Solfege System

- Do = Bb
- Students write solfege next to note in fingering chart

All students learn both solfege AND written pitch



# Role of Solfege in Beginning Band

- ❑ Benefits
  - ❑ Easy common language
  - ❑ Singing
- ❑ Limitations
  - ❑ Solfege reliance
  - ❑ ESL students with music training
  - ❑ Potential issues later on

# Pre-Reading Rote Songs

- ▶ Method books can be cumbersome
- ▶ Focus on tone
- ▶ Build aural discrimination
- ▶ Use of letter names to prevent solfege dependency.
- ▶ Method book distribution as a reward/next step

# 7th Grade Beginning Band

- ▶ Insert video of 7A singing and playing Hot Cross Buns

# Sarah's First 8 Weeks

- ▶ Week 1: Students select elective classes
- ▶ Week 2: Instrument demonstrations by me, mouthpiece tryout
- ▶ Week 3: Students choose instruments, get mouthpieces
- ▶ Week 4 & 5: Rhythm study: whole notes/rests through eighth notes; making sounds on mouthpieces
- ▶ Week 6 & 7: Instrument assembly, first notes
- ▶ Week 8+: First 5 notes (Concert Bb - F)

# Jeff's First 8 Weeks

- ▶ Week 1: Recruitment / Instrument Selection Lesson
- ▶ Week 2: Recruitment / Finish Instrument Selection Lesson and assign Instruments
- ▶ Week 3: Mouthpiece Sounds / Rhythm reading / Band Etiquette
- ▶ Week 4: Instrument Assembly / First Notes / Notes 2 & 3
- ▶ Week 5: Review First 3 notes / Rhythm Reading Review
- ▶ Week 6: Making Music Matter (MMM) Lesson 1, 2
- ▶ Week 7: MMM Lesson 3
- ▶ Week 8: MMM Lesson 4, 5

# Pieter's First 8 Weeks

- ▶ Week 1: Icebreakers. Team building exercises.
- ▶ Week 2: Instrument demonstrations. Writing assignment.
- ▶ Week 3: Instrument selection. Music knowledge inventory.
- ▶ Week 4: Rhythm & Notation Intensive Introduction.
- ▶ Week 5: First week with instruments. Focus: assembly and mouthpiece sounds. Method books distributed.
- ▶ Week 6: First notes: Concert F, Eb, and D.
- ▶ Week 7: Students learn notes C and Bb.
- ▶ Week 8: Students learn simple folk songs. Begin preparing for first playing quiz in week 10 or week 11.



## Jenn's First 8 Weeks

- ▶ Week 1: Students are together in auditorium to select their arts class
- ▶ Week 2 & 3: Rhythm Bootcamp (Icebreakers, rhythm games and basic rhythm dictation, counting and notation)
- ▶ Week 4: Instrument demonstrations, mouthpiece try-outs and instrument selection
- ▶ Week 5: Mouthpiece sound unit
- ▶ Week 6: Instrument set-up, holding position and first note
- ▶ Week 7 & 8: First five notes, rote songs, culminates in handing out of method books

# Handout and Links

- ▶ [Halseyband.com/nyssma2018](https://halseyband.com/nyssma2018)

# Questions?

Thanks for coming and participating!!

[Halseyband.com/nyssma2018](http://Halseyband.com/nyssma2018)