

Band Direct Like a Pirate!

Kristin Kunzelman

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CASMEC Clinic

Thursday, February 14, 1:00pm

Clinic Synopsis:

With all of the great playing habits and excellent musicianship we try to instill in our students, we sometimes forget our students are there to have FUN. Sometimes us directors forget to have fun too, despite our best intentions. Students want to DO and students want to have FUN. This session will focus first on pacing to keep students more engaged, and then focus on games to play with your bands and ways to “mix it up” so that everyone is having fun and becoming better musicians.

* Full disclaimer: this session has nothing to do with pirates *

About Kristin Kunzelman:

Kristin Kunzelman is the Band Director at Burlingame High School in Burlingame, CA where she directs the Wind Ensemble, Concert Bands, Jazz Band, Marching Band, Musical, and Pep Bands. Prior to this, she was the Band Director at Central Middle School in San Carlos, CA for eleven years where she directed the 5th – 8th Grade Bands and Jazz Band. Her ensembles have consistently earned top ratings at festivals for over ten years. Kristin earned her undergraduate degree in Music Education from the University of Puget Sound and graduated Magna Cum Laude. She earned her master’s degree in Music Education from the University of Colorado at Boulder with a minor in Jazz Studies.

In 2012 she received an “Honorary Service Award” for her work in the community. She presented the “Instrument Selection Night” clinic at both the 2014 and 2016 CASMEC conferences.

Band Direct Like a Pirate!

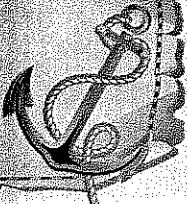
- Pacing and Games -

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Overview

- Pacing
 - Know what you want
 - Know many different ways to get there
 - Timeline of class rehearsal
 - The yearly cycle
 - How are you communicating?
 - How are you teaching?
- Games
 - To build skills
 - To help classroom
 - To make your life more interesting
 - Just for fun

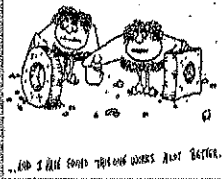


Know Your Stuff

- Understand each instrument
 - classes, learn it yourself, or study up!
- Know the music
- Be able to teach the same thing in multiple ways
- Psychology
- Never stop learning:
 - Conferences
 - Magazines
 - Summer Programs
 - Colleagues
 - Online Resources/Communities, etc.

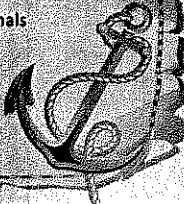


Learn/Steal From Teachers You Respect



...and I did learn from those that were just better.


- Your own teachers
- Music colleagues
- Teachers of other subjects
- Professionals
- Coaches
- Leaders



Have A Vision


"You've got to think about big things while you're doing small things so that all the small things go in the right direction."

- What is important to you, your students, and community?
- What kind of program are you developing?
- Where is your program going?
- How are you going to get there?



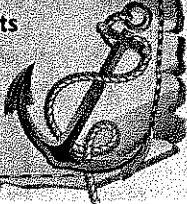
Starting Class

- How you start sets the tone for the whole class
- Be Present
- Wait for announcements/reminders
 - End of class or after warm ups/tuning
- Reference your expectations
- Model what you want from your students
- Warm ups are for the body and the mind



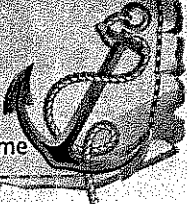
Warm Ups

- Be mindful in choosing your warm ups
- Establishes tone of class
- Leave all the other "stuff" at the door
- Build skills and correct habits
- Reminders of expectations
- Teaching opportunities



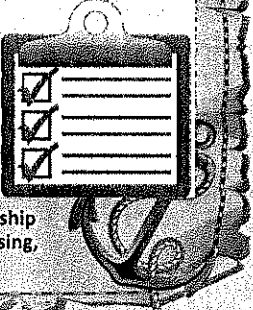
Routine (with Subtle Changes)

- Students thrive on routine
- You can begin without talking
- Students know what to expect
 - Establishes calm and positive working environment
 - Students feel safe, can focus
- Make a conscious decision about how you spend class time



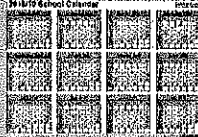
Class Rehearsal – Be Intentional

- Warm Ups
- Musical Skills
- Exercises
- Band Pieces
- Sight Reading
- Playing For Fun
- Chamber Music, Solos
- Comprehensive Musicianship (theory, listening, composing, improv, games, etc.)

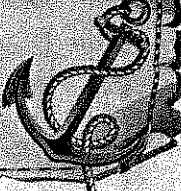


Yearly Cycle -- Be Intentional

Performance Calendar
Plan ahead, plan appropriately
Intense Times?
Down Times?





You don't have to get everything in every rehearsal... trust the bigger cycle...
Units vs. activities throughout year vs. Introduction to topics vs. daily work
Are you and your students prepared to do your best when you get to performances?
How do you conclude activities and move on to the next section of the year?



How are You Providing Feedback?




Be efficient. Mix it up.

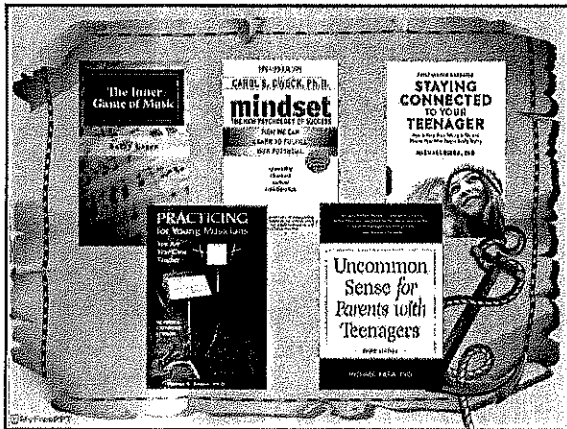
- Telling students
- Teaching concepts
- Re-teaching concepts
- Asking questions
- Not saying anything
- Visually
- Analogies/Stories
- Playing examples
- Student modeling

Psychology


- What's going on with your students?
- What's going on outside of your class?
- It's (almost always) not about you!
- Mindset, thought process, motivation
- How do you *get them* to do their best?
- Listen to/read/watch motivational speakers
- Read parenting books ☺



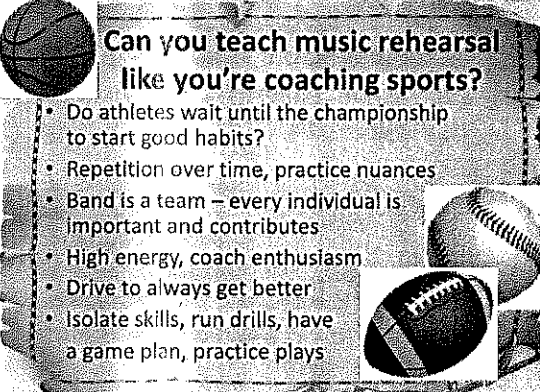
Can you teach music rehearsal like it's a private lesson?

- How many students do NOT take private lessons? YOU are their private teacher...
- Dig into *how to play*, how to think through a passage, how to approach a problem
- Are you covering material you would cover in a private lesson?
 - practice strategies
 - exercises
 - skills
 - tone
 - mental focus
 - intonation
 - "how to..."
 - etc.




Can you teach music rehearsal like you're coaching sports?

- Do athletes wait until the championship to start good habits?
- Repetition over time, practice nuances
- Band is a team – every individual is important and contributes
- High energy, coach enthusiasm
- Drive to always get better
- Isolate skills, run drills, have a game plan, practice plays




Yoga Influence

- Be in the present moment
No regret of the past, no fear of the future
- Hold the highest vision for your students
- See the bigger picture and every detail, use your wisdom to know what to offer to your students
- Body usage and simple corrections
- What the mind can conceive, the body and mind can achieve
- Repetition over time
- Practice every day. "we'll play again tomorrow"
- Breathe
- Kindness



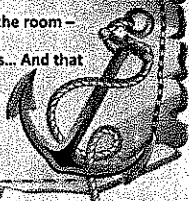
Challenge Yourself

- How many things can you fix in students' playing with only your gestures?
- Can you say your point using only 1-4 words?
- How DO you fix the issue?
- Film yourself, ask a colleague to observe you
- Can you teach full rehearsal like it's a private lesson, or a sports team, or yoga class?



Behavior and Discipline

- Know your students and build relationships
- Have standards and expectations
- Reinforce and praise what you DO want
- Consequences with empathy, not judgements
- Proximity – get off the podium and walk around
- Provide choices you're ok with
- Appropriately challenge all students in the room – have tiered goals and share them
- Students need to know where the box is... And that there IS a box. Be respectful.
- Give students credit for what's going on and work with it – what can you still get out of the situation?



Skill Building Games

The "Salt and Pepper Game"

Students can choose their seats but cannot sit by anyone playing their same instrument

- Independence
- Confidence
- Greater understanding of whole piece and other parts

Skill Building Games

The "Bop Game"

Students only play an eighth note for any note duration that they have

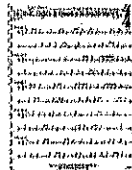
- Rhythmic accuracy
- Confidence
- Breathing
- Internal tempo
- Concentration

Skill Building Games

The "Stand Up Sit Down Game"

After learning to label, count, and play rhythm pages:

- All students start standing up
- Play from top of page to bottom of page
- If you mess up, you sit down (rests, wrong rhythms)
-- honesty policy



Skill Building Games

The "Silent Game"

Conductor does not speak for the rehearsal

- Watching
- Listening
- Sensitivity
- Gesture response
- Quiet in rehearsal
- Focus
- Responsibility

Great when
you are sick or
lose your voice!


Variation:
"No Conductor"
Game

Skill Building Games


The "Pick a Number" Game

Sight Reading

1. Student picks a number
2. Pull that number from the music library
3. Class sight-reads that piece



"Band Olympics"



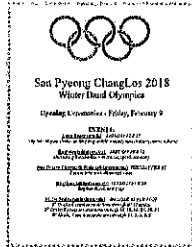
2014 San Carlochi
2016 San CarloRio
2018 San Pyeong
ChangLos

Every Two Years – During the Real Olympics
 Countries by Section
 Opening/Closing Ceremonies
 Multiple Events
 Everyone Trains, Only Some Compete
 Medals, Prizes, Country Medal Counts
 (Connection to Auditions)



Olympic Events

The Long Tone
 Perc: Rudiments
 One Octave
 Chromatic Scale
 Rhythm Sheets
 Major Scales



Teacher Helper Games The "Stand Game"



Incorrect!
 Stands left messy and chaotic.
 Any section or row that leaves their
 stands like this has to
 tidy the whole room next class!



Correct!
 Stands left pushed down and in to chair
 Room is left neat for the next class
 Percussion items all put away

Teacher Helper Games The "Squirrel Dance"

Anyone tardy has to do the
Squirrel Dance after warm ups!



Chelsea Degger - edited

Just for Fun Games Pick a Name Fridays

1. All student names in a hat or bag
2. Pull a name - that student gets to pick which piece the class plays
 - Good for keeping order on Sub Days
 - Good for learning pep band music in freshman classes

Just for Fun Games Trivia Fridays



1. Ask Trivia Question from Book
2. Winner gets to pick the song to play



Just for Fun Games Conducting

- All Students
 - Pick famous instrumental music
 - All students conducting at their stand
 - Try different key signatures, cues, dynamics, etc.
- Individual Students
 - Advanced students conduct the class
 - Use current band pieces
 - Teaches team work
 - Trains them for sub days

Just for Fun Games Never Underestimate...

- Heads Up 7 Up (play band songs while 7 students walking around)
- Karaoke
- Pictionary (music topics)
- Charades
- Team Scattergories

Thank you for attending!

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