Creating Great Student Leaders

2018 Idaho Music Educators Association Conference — February 2, 2018
Presenter: Will Fairbanks, Director of Bands, Greenville University
will.fairbanks@greenville.edu; (903) 477-7237

Selection

◊ Process
◊ What to look for in a student
◊ Parent support

Notes:

Training

◊ Goal setting
◊ Team/Community building
◊ Building trust
◊ Leadership knowledge
◊ Conflict management/resolution
◊ Music and marching skills
◊ Failure
◊ Band handbook
◊ Mentor programming
◊ Traditions

Notes:
Creating Great Student Leaders

Continued...

Responsibilities

◊ Give them responsibilities and allow them to succeed/fail
◊ Believe in them
◊ Trust them
◊ Challenge them
◊ Inspire them
◊ Demonstrate for them

Notes:

Resources

MPR Officer Leadership Retreat 2017 (copy in packet)
Section Leader Responsibilities (copy in packet)
Leading a Sectional (copy in packet)
Tradition (copy in packet)
Marching Band Techniques – Marching Panther Regiment (copy in packet)
Using the inserts (copy in packet)

The Dynamic Marching Band – Wayne Markworth
Small Band, Big Results – Ryan Addair (aamanomusic.com/small-band-big-results)
Band Camp Activities – Aaron Noe (aamanomusic.com/band-camp-activities)
Tim Lautzenheiser (attitudeconcepts.com)
Scott Lang (giamusic.com/store/artists/scott-lang, facebook.com/ScottLangLeadership)
MPR Officer Leadership Retreat
August 17-19, 2017

Thursday
2 – Check in @ 3rd floor Library
3:30 – Orientation meeting/discussion
6 – Dinner @ Fairbanks house
7-10 – AoD

Friday
8 – Breakfast @ Fairbanks house
9 – 12 AoD
12 – Lunch @ Fairbanks house
1-6 – AoD
6 – Dinner @ Fairbanks house
7-10 – AoD

Saturday
8 – Breakfast @ Fairbanks house
9-11:00 – AoD (if needed)
11 – Lunch @ office
12 – the Band Arrives!!!!

Areas of Discussion
Scripture and prayer
Prayer Warriors for Band
Leadership scriptures
  Marching
  Music
9 Leadership sessions
10 Attitude sessions
  Goal Setting
Conflict Management
  Failure
Band Handbook
  Marching
  Marching app
New Breathing exercises
“Best of “ Lifestyle statement
Mentor program
Additional topics
Section Leader Responsibilities

General:
Help with music – make sure that your section plays at its best.
  Scales
  Rhythms
  Show music
  Memory work
  Concert music

Help with marching – make sure your section marches its best and learns their portion of the show.
  Fundamentals
  Show sets
  Playing and marching

Uniform Checks: Make sure everyone is in complete full dress
  Before marching band performances
  Before concert band performances

Once a week, every section leader should check the following:

FLUTES:
  Check cork position in head joint for every member of your section
  Make sure everyone has his/her music
  Make sure everyone has a pencil
  Make sure everyone has his/her drill sheets (however your band does it)

CLARINENTS/SAXES:
  Check condition of reed for every member of your section
  Make sure everyone has his/her music
  Make sure everyone has a pencil
  Make sure everyone has his/her drill sheets (however your band does it)

DOUBLE REEDS:
  Check condition of reeds for every member of your section
  Make sure everyone has his/her music
  Make sure everyone has a pencil
  Make sure everyone has his/her drill sheets (however your band does it)
Section Leader Responsibilities, p. 2

BRASS:
Check condition of valves/slides for every member of your section
Each section leader should have a bottle of valve oil /slide grease (supplied) to take care of valves
Make sure everyone has his/her music
Make sure everyone has a pencil
Make sure everyone has his/her drill sheets (however your band does it)

PERCUSSION:
Check condition of sticks/mallets for every member of your section
Check head tension/tuning
Make sure all instruments are out and ready (this can be assigned to specific players)
Make sure everyone has his/her music
Make sure everyone has a pencil
Make sure everyone has his/her drill sheets (however your band does it)

GUARD:
Check condition of silks/poles for every member of your team
Make sure everyone has all of the appropriate equipment each practice
Make sure everyone has a pencil
Make sure everyone has his/her drill sheets (however your band does it)
This form would be turned in to the director each week after completion.

It could also be used to keep track of who receives reeds, lyres, extra copies of music and such.

You can list the reed size in the reed column.

Always have the player sign by their name that they received the item.

Any issues with specific instruments could be listed in the notes.

This checklist should not take more than two or three minutes to complete once a week.

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<th>Music</th>
<th>Pencil</th>
<th>Drill</th>
<th>Notes</th>
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Leading a Sectional
Greenville University

Before the sectional:
1. Listen to the music (JW Pepper is a good site)
2. Mark the key signatures
3. Check the tempos (with the director and with a metronome)
4. Play through the music
5. Workout any tricky rhythms
6. If you are leading a section with multiple parts or instruments, be sure you look at all of the parts

During the sectional:
1. Lead the group through a warm up/tone focusing exercise (tone and tuning)
   - Lip buzzing
   - Mouthpiece buzzing
   - Long tones
   - Remington exercises/lip slurs
   - A scale (preferably the scale of the first piece you are working)
2. Tell the group which piece you are going to work on; point out important details (key signature, meter, etc)
3. Tell the group which section/measures you are going to work (pick small sections).
4. Give the group 45-60 seconds to play the piece on their own (make sure you time it and stick to the time)
5. Rehearse
6. After each run through, give a positive first, then something to work on.
7. Good areas to tell them for improving are:
   - playing right notes (keys and accidentals)
   - rhythms
   - dynamics
   - accents
   - balance (pyramid of sound)
8. Play the same section again (at least 3 x)
9. Go to next section, repeat
10. When you have finished what you were working on in that piece, play straight through all the sections you just worked.
11. Go to the next piece, starting with steps 2-7
Tradition

Tradition touches the soul/spirit in a way nothing else can. Tradition binds generations, classes and groups together. It gives a common ground over the ages so that the classes of 1958, 1988 and 2018 can get together and share and be bound throughout time.

Tradition must have meaning, significance and relevance.

If it does not, one of three things must occur:

1. Eliminate it
   — Can open up the organization to new possibilities
   — Remember that traditions die hard
   — Can create hard feelings and rifts

2. Rediscover its original relevance and meaning.
   — What are its origins?
   — How did it affect those who participated?
   — Where did it touch the soul/spirit?
   — Can it still do the same today? How?

3. Give it new meaning and relevance to today’s generation
   — If the old meaning cannot be used, how can the tradition be employed today?
   — What can be made significant to today’s generation through the tradition?

Education is the key to the survival of tradition. Educate new generations to the relevance and significance of a tradition, and it most often will evolve and survive with each generation. In this manner, it will continue to provide a common tie for every person who is a part of that organization, and keep them returning year after year as loyal and supportive alumni.
STANCES
Attention
Parade Rest
Dress Commands
Ready Front
Fall in/Set

MARCHING
Up 8, Down 8
Mark time/drag turn 90/180 degrees 4 step/8 step
Foot Swing
Forward march
Halt
Toe taps
Backward march
Left Flank
Right Flank
Left slide 30/60/90
Right slide 30/60/90
Reverse Slides
Prep steps for each
Coming out of BWM to slide
Crab Step

MANUVERS
4 x 4
4x4x4
4x4x8
Box 8
Box 8 with DT
Accel/slow down.
Adjusted step size
Zig-zag/Rook
8 and 4
Parade/line marching down the field (be sure to give the directions prior to kick-off)
Diagonals

COMMANDS
BAND
ten hut (hit)
Clap clap clap clap clap
1 2 3 4 1

BAND
Parade Rest G C
Clap clap clap clap clap
1 2 3 4 1 2

BAND
forward harch (one)
Clap clap clap clap clap
1 2 3 and 4 1

BAND
ma-nuver harch
Clap clap clap clap clap
1 2 and 3 4 1

ITEMS TO KEEP IN MIND:
Core
Arm position
Hand position
Foot position
Rolling feet
Lead with foot, not knees
Legs straight on BWM
Which marching requires staying on toes?
Slight lean forward
Do not forget the prep step before changing direction
Freeze step when going from FWD to BWM
Hit on the number/count
Horns up parallel to the ground
Horn position in each stance
Using the inserts to determine your left and right spacing

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<tr>
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<td>5&quot; of grass between closest foot and yard line</td>
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