Making the Most of a Small Marching Band: From Design to Implementation to Performance (Works on big bands too!)

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Presenter: Will Fairbanks, Director of Bands, Greenville University
will.fairbanks@greenville.edu; (903) 477-7237

Design: Getting Started
 ◦ Selection of theme and music for your band - must match the band
 ◦ Designing field shows for small band: consider placement of melody, integration of guard and percussion
 ◦ Staging "area" for guard
 ◦ Transitions: key for a good flowing field show
 ◦ Pyware program for show design
 ◦ Use of props - keep it simple, can be parent made
 ◦ Developing student leadership and ownership
 ◦ Leadership camp

Implementation: Preparing the Ground
 ◦ Start summer band with a day or two of music learning and fundamental marching before starting to learn drill (same as starting beginner band)
 ◦ Summer band: teach routines, traditions, take time for team/group building, not just music and marching
 ◦ Be consistent in routine: helps students focus, brings their scattered minds together.
 ◦ Body warm ups including planks and variations
 ◦ Musical warm ups including breathing – circle and mix ups
 ◦ Hand signals in warm ups and practices – F, B♭, chords, dynamics, tone, balance, set, adjust, check
 ◦ Warm ups and charts played with eyes closed – listen to sounds and relationships
 ◦ Work 1 or 2 marching fundamental topics every rehearsal.
   ◦ Based on: pattern, daily observations or from Friday’s performance, knowledge of weakness, or judges’ critiques
 ◦ Spiking (FM), toe taps (BWM), 8’s up and down (engage core)
 ◦ Metronome work
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Continued...

Performance: Making It Happen

◊ Pre-mark the field
◊ Teaching drill in 3's, layer 1,2,3
  ◊ Layer 1) march and count set 3x
  ◊ Layer 2) march and sing set 3x (MT and play set first)
  ◊ Layer 3) march and play set 3x
◊ Repeat for next set. When 3 sets are learned, put them together using the above pattern.
◊ Set “plus one” is essential for continuity
◊ Speed sets
◊ Inside practice: stand and do step-outs and movement
◊ Metronome work

“I don’t care if you’re in Carnegie Hall or on the 50 yard line. A C is a C and in tune is in tune!”
- William Revelli

Notes
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Additional Resources

Small Band, Big Results, Ryan Addair - aamanomusic.com/small-band-big-results
12 Keys in 12 Weeks, Aaron Noe - aamanomusic.com/12-key-in-12-weeks
Band Camp Activities, Aaron Noe - aamanomusic.com/band-camp-activities
Sightreading 101/201/301, Ed Huckeby - barnhouse.com/product.php?id=073-4375-00x

Music Advocacy - www.tmea.org/resources/advocacy

Other online resources: (Thanks to Justin Lee, Band Director, Heritage High School, for contributing to this list)

pantherband.net/fiftysteps.html
www.youtube.com/watch?v=raLGCyWASM
www.youtube.com/watch?v=lH2tcBsHM48
www.dwerden.com/intonation-helper.cfm
www.dropbox.com/sh/c9mle6bd6uz9gxg/AACU8SLCPpXzJOHpQFwjSYpa?dl=0
nafme.org/advocacy/5-ways-to-support-your-music-program/
drive.google.com/file/d/0B2ZqVdbwL1gdZGJBY2l1VklWcFk/view
STANCES
Attention
Parade Rest
Dress Commands
Ready Front
Fall in/Set

MARCHING
Up 8, Down 8
90/180 degrees
Mark time/drag turn
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

MANEUVERS
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
(bo sure to give the directions prior to kick-off)
Diagonals

COMMANDS

<table>
<thead>
<tr>
<th>Stance</th>
<th>Commands</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAND</td>
<td>ten</td>
</tr>
<tr>
<td></td>
<td>hut</td>
</tr>
<tr>
<td></td>
<td>(hit)</td>
</tr>
<tr>
<td>Clap</td>
<td>clap</td>
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<td>clap</td>
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<tr>
<td>clap</td>
<td></td>
</tr>
<tr>
<td>clap</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

BAND
Clap clap clap clap clap clap clap clap clap
1 2 3 4 1

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

BAND
Forward
harch
Clap clap clap clap clap
1 2 3 4 1

BAND
ma-nuver
harch
Clap clap clap clap clap clap
1 2 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
Mark the 1-yard increments on the hash marks.

9.42 inches / 4 vertical steps (22.85 inches)
	on every yard line.

Mark the 4-step grid.

53 ft 4 in / 28 steps between each hash.

40 ft / 21 steps

60 feet / 31.5 steps

53 ft 4 in / 28 steps between each hash.

60 feet / 31.5 steps

53 ft 4 in / 28 steps between each hash.

60 feet / 31.5 steps

Mark boxes or use equal field sections for numbers (even 11 and 11 steps respectively). From the sideline to the goal line, post numbers. Label students relative distance in steps.

For A + B - C:

A: 30 ft
B: 40 ft
C: 50 ft
<table>
<thead>
<tr>
<th></th>
<th>Using the inserts to determine your left and right spacing</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.25</td>
<td>One foot on yard line</td>
</tr>
<tr>
<td>0.5</td>
<td>5&quot; of grass between closest foot and yard line</td>
</tr>
<tr>
<td>0.75</td>
<td>Splitting the inserts</td>
</tr>
<tr>
<td>1</td>
<td>2/3 of the way to first insert</td>
</tr>
<tr>
<td>1.25</td>
<td>Outside edge of shoe touching the insert</td>
</tr>
<tr>
<td>1.5</td>
<td>Rounded to In line with the first insert</td>
</tr>
<tr>
<td>1.75</td>
<td>Edge of other foot touching the insert</td>
</tr>
<tr>
<td>2</td>
<td>1 insert plus 1/4 of the way to the 2nd insert</td>
</tr>
<tr>
<td>2.25</td>
<td>Just to the outside of splitting the 1st and 2nd inserts</td>
</tr>
<tr>
<td>2.5</td>
<td>Splitting the 1st and 2nd insert</td>
</tr>
<tr>
<td>2.75</td>
<td>Just to the inside of splitting the 1st and 2nd inserts</td>
</tr>
<tr>
<td>3</td>
<td>One foot on the insert</td>
</tr>
<tr>
<td>3.25</td>
<td>In line with the 2nd insert</td>
</tr>
<tr>
<td>3.5</td>
<td>Other foot touching the 2nd insert</td>
</tr>
<tr>
<td>3.75</td>
<td>Go to splitting and then scoot over 5&quot;</td>
</tr>
<tr>
<td>4</td>
<td>Splitting the inserts</td>
</tr>
</tbody>
</table>