

LINDALE HS BAND
 NAMMB CLINIC
 JULY 20, 2012
 CC 212 2:45 – 3:45

I. Choosing your march music

- A. **When:** I usually choose my music in the spring and perform them on the Spring Concert. We put all three concert bands back together for Spring Concert.
- B. **Why:** This allows me to get the marches roughed in and decide if they really fit the band.
- C. **What:** My drill music will include two and a half marches and an opening and closing fanfare. Depending on the march, the opening or closing fanfare may be already included. These marches will feature both woodwind and brass technique and include a softer trio that will provide contrast in the program. In the last several years, we have incorporated a front ensemble into our marching band. Although this is not standard with military marching bands, this allows us to utilize our percussion section students and enhance our performances. All the marches are arranged for the front ensemble and we usually feature them during the drill.

II. What do you do during Summer Band

A. Practice schedule:

July 30 Band Rehearsal LHS 8:00 am – 3:00 pm Senior Uniform Checkout 3:00-5:00	July 31 Band Rehearsal LHS 8:00 am – 3:00 pm Junior Uniform Checkout 3:00-5:00	August 1 Band Rehearsal LHS 8:00 am – 3:00 pm Sophomore Uniform Checkout 3:00 – 5:00	August 2 Band Rehearsal LHS 8:00 am – 3:00 pm Freshmen Uniform Checkout 3:00 – 5:00 Last Name A-L	August 3 Band Rehearsal LHS 8:00 am – 12:00 pm Freshmen Uniform Checkout 1:00 – 3:00 Last Name M-Z
August 6 Band Rehearsal LHS 6:00 – 8:30 pm	August 7 Band Rehearsal LHS 6:00 – 8:30 pm	August 8 Band Rehearsal LHS 1:00 – 3:00 pm	August 9 Leadership Workshop NO REHEARSAL!	August 10 NO BAND!! ☺
August 13 Band Rehearsal LHS 6:00 – 8:30 pm	August 14 Band Rehearsal LHS 6:00 – 8:30 pm	August 15 Band Pictures LHS 1:00 – 3:00 pm	August 16 Band Rehearsal LHS 6:00 – 8:30 pm	August 17 NO BAND!! ☺
August 20 Band Rehearsal LHS 6:30 – 8:30 pm (new time!)	August 21 Band Rehearsal LHS 6:30 – 8:30 pm Cookout	August 22 Band Rehearsal LHS 1:00 – 3:00 pm	August 23 Meet the Eagles LHS Stadium 6:30 pm	August 24 NO BAND!! ☺
August 27 1 st Day of School! Band Rehearsal LHS Stadium 6:30 – 8:30 pm	August 28	August 29 No Rehearsal 6 th Grade Horn Drive	August 30	August 31 Football Game vs. Chapel Hill LHS Stadium

B. **Goals:** We use summer band to build relationships between staff and students, establish good rehearsal fundamentals, rough in and perfect field music, learn stand music, and teach marching fundamentals. In addition, I like to have the first game drill already roughed in. In the past, I have done just a fundamental drill, but last year, I actually incorporated some of the maneuvers I was planning on using in the contest drill.

III. How do you come up with your Drill Design

A. **Overall concept:** The overall drill concept is a collaborative effort of the high school staff. We try to incorporate traditional elements as the music dictates. However, we do incorporate non-traditional maneuvers into our performance to enhance the visual effect of the drill.

B. **Overall effect:** I love excitement and impact. There is not a lot of down time in our drills. We start and go until we finish the full show. When one maneuver is completed, we move to the next. I purposefully do not halt in the middle of the drill. I believe this takes away from the continuity and flow of the drill and music.

C. **Specific number marched:** Good numbers to march are 48, 60, 72, 96, 120, 144, 168, and 192. I base the number we march upon the number of students in the program. We march everyone for the first two ball games or at least one home performance. When we do cut the band down to “contest block,” we base that number on several factors which include average failure rate, music playoffs, attendance, and ability to march. I want to march as many students as possible but also think that a person must earn his/her right to be on the field. I believe that at a minimum, a student should have great rehearsal attendance and be keeping up with the music playoffs. If a student is really struggling with marching and marching fundamentals, we have an alternate block that works every day on those fundamentals. This gives the struggling student the opportunity to work and develop their marching skills in a low pressure environment. I have found this works really well in helping students develop their marching skills. Most of the time the student who marches in the alternate block as a freshman usually marches in the contest block as a sophomore.

IV. Contest music

A. **Editing:** We do edit our marches but only for those students who we feel it is necessary.

B. **Cadences:** I use cadences when needed. Some examples:

- To complete a maneuver when a strain or phrase has already finished
- To position the band on the field to begin a maneuver where needed for drill design.
- As a chop break.
- They can be as simple as a roll off or full blown cadences.

C. **Overall effect:** Do not abuse the cadence in a drill. It can break up the flow of the music.

D. **Fitting music to drill:** I believe this phrase should be reversed. Fit your drill to the music. The number one, most important aspect of the performance is the music. At contest, if you do not play well you will not earn a great rating. I believe you can

have some minor errors in marching and play well and still get the top rating. Music is king!

V. What you do during football season

- A. **Special game performances:** When asked.
- B. **Weekly rehearsal schedule:** Monday Nights 6:30-8:30 pm and Wednesday afternoon 3:30-4:30 pm. We stop extra rehearsals after Region Marching Contest.
- C. **Halftime performances:** Basic drill at the beginning of the season allows everyone to march. After that, we concentrate on UIL Contest. After all contests and in playoffs we put everyone back on the field and try to do something fun.
- D. **Use of alternates:** Our alternates are used to fill in the contest block for those students who fail and become ineligible, become injured, or lose their marching privileges.

VI. How do you polish for a first division rating?

- A. **Specific methods working your band:** You have to have a plan, time lines, and goals.
 - 1. **Plan:** what is your ultimate goal and how are you going to get there. Plan out your summer band and what you are going to accomplish at each rehearsal, each day, and each week. When you get to the end of the week, adjust your schedule as needed. This will give you direction and focus!
 - 2. **Time Lines:** have a time line to measure your progress.
 - a. **Music playoffs** – what and when
 - b. **Marching Fundamentals:** what and when
 - c. **Drill**
 - i. When are you going to begin teaching the drill
 - ii. What is your timeline for teaching each part of the drill
 - iii. Leave yourself time to polish
 - Prioritize your weaknesses both marching and playing and have a plan of attack on how to make the weakness a strength. This is a process and changes all the time if you are really fixing things.
 - Balance your rehearsal between marching and playing. Vary your techniques.
 - Work drill music standing in formation
 - March the maneuver without playing (count or even sing the march; this will save chops)
 - Then put both together.
 - Send weaker marchers off with stronger marchers to work difficult maneuvers or footwork if someone is not getting it. Do not waste the group's time because one or two cannot get it. Use your student leaders.
 - 3. **Utilize your staff:** Early in the marching season our Jr. High Band Staff does come to marching rehearsals. We have them to our performances on Friday nights to evaluate the progress of the

band from week to week. Once the drill is roughed in and on the field, they come to rehearsals to add their perspective on improving the band's performance.

4. **Hold your kids accountable!**

B. **Time spent on drill:** Give it the time needed to get the job done!

C. **Time spent on music:** Give it the time needed to get the job done!

D. **Direction of horns:** In general, when marching away from the press box and up and down the field, let the band play full (always with good balance and blend). I tell my band that a little edge up and down the field is okay. Just be careful when turning toward the press box that you back away to avoid sticking out during the turn. Always play with good balance and blend.

VII. **Methods that ensure a winning performance**

A. **Taping rehearsals:** Taping your rehearsals and performances is important. This allows you to see and hear things you miss. This can be brutal at times, but it is a very important step. It gives you the chance to see both the big picture and the small details you might miss.

B. **Clinicians:** Clinicians play a vital role to reaching the goal of a winning performance. While you are in the trenches of preparing for your contest performance, you cannot see the forest for the trees. A good clinician will help give you focus on both the good and bad of the band's progress. However, be careful. Too much of a good thing can hurt. Find one or two people you trust and work with them. Too many clinicians can lead to too many opinions and solutions and thus cause too many problems. Ultimately, no matter what a clinician says, you must decide what is right for your program.

C. **Music pass off:** This is a vital part of a successful performance. This holds each individual accountable for doing their part at the level in which they are able. This is also the time to work in mini private lessons with your students. One unique aspect of our music playoffs is that our squad leaders take a huge role in listening to music playoffs and even doing some sectionals. Be careful with this aspect. You must train your student leaders and they must have high expectations.

D. **Booster encouragements**

VIII. **Is there something special you do that works for you** (odd or unusual)

- **Nothing replaces quality teaching!**
- **Be a team player in your district!**
 - **They way they view you is the way they will view the program.**
 - **Sometimes you have to do some little things that you don't want to do but it pays off in positive public relations.**
- **Relationships: take the time to build relationships with your students.**

- We allow the kids to eat lunch in the band hall. (This was started by our administration asking if we would let the band kids eat in the band hall to relieve the overcrowding in the cafeteria). We get a chance to visit and talk to them during this time.
- Kids are always in the band halls and in our offices. Take the time to talk with them about non band stuff. Most of the time you just sit and allow them to vent about what's on their minds.
- **Willingness to put in the time to get the job done.**
 - You must have balance with this, but nothing replaces time spent working with the students individually or in small groups.
 - All Region Lessons
 - Solo and Ensemble Lessons
 - Section Rehearsals
 - Music Playoffs
 - However be aware that their time and your time is valuable. So make efficient use of both.
- **Being honest with yourself and kids about where you are as a group and the progress you are making.** Let them know where their strengths and weakness are. If they know, they can be part of the solution.
- **Student Leaders and Training:**
 - **This is the difference maker in our program.**
 - Have a process where you select your student leaders.
 - Train them in how you want them to lead.
 - Get you student leaders to buy into your philosophy
 - We use servant leadership
 - Help them become a team
 - We take a three-day retreat
 - Give them ownership and responsibility
 - Teach the marching fundamentals
 - Help with music playoffs
 - Give them guidelines and limitations
 - Allow them to call section rehearsal for both music and marching.
 - Help serve on work crews such and uniforms, loading crew etc.
 - Support them in their role as servant leaders with the other band students