

***MOTIVATION, INNOVATION
& DIFFERENTIATION IN
YOUR BEGINNING BAND***

*West Virginia Music Educators Association
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WHAT WE KNOW ABOUT BEGINNING BAND STUDENTS

MOTIVATION

Students are motivated by

- 1) working on something THEY want to play
- 2) formal recognition for their accomplishments
- 3) friendly competition between classmates
*some students
- 4) physical rewards (prizes, incentives, etc.)
- 5) having ownership in their learning
- 6) instant gratification



QUICK SUCCESS = KEY TO MOTIVATION

- 1) Find out what makes your students tick
- 2) Find a way to help students feel success quickly so they want to achieve more
- 3) The simplest way is often the best way (K.I.S.S. Method)

AFFIRMATION

Once students experience success, affirm their success by:

- 1) Praising their progress
- 2) Calling home/emailing to tell parents good things!
- 3) Telling students you are proud of them

RESULT OF AFFIRMATION =

STUDENTS ARE MOTIVATED TO ACHIEVE MORE



THE IMPORTANCE OF INDIVIDUAL ASSESSMENT

WITHOUT INDIVIDUAL ASSESSMENT

Students can develop bad habits that WILL stick with them

- 1) Playing with tension, improper air flow
- 2) Improper embouchure
- 3) Lack of ability in reading notes and rhythms
- 4) Poor tone and technique

Bad habits will lead to feeling of failure, causing students to want to quit

Our advanced students in need of a challenge may

- 1) Become bored or frustrated
- 2) Lose motivation
- 3) Feel band is a waste of their time and want to quit

TEACHING STUDENTS HOW TO PRACTICE

DIRECTOR APPROACH TO PRACTICING

- 1) Break music down into smaller sections, or “Chunks”
- 2) Focus on the harder measures first
- 3) Don't just run through the music
- 4) Be patient



STUDENT APPROACH TO PRACTICING

- 1) Run through a whole song over and over, making the same mistakes each time
- 2) Play until you make a mistake and then give up



DIRECTOR CHALLENGES IN THE BEGINNING BAND CLASSROOM

- 1) We need the MOST time with our beginners... but we often get the LEAST time with them
- 2) Lack of rehearsal time = Very little time to assess students
- 3) “I have to prepare for a concert!”

OUR ULTIMATE GOALS

- 1) Retention of material taught
- 2) Retention of students in our program
- 3) Our students LOVE music



CHUNKING

SCALE & RHYTHM CHUNKS - teaching tool for Beginning/Developing Band

RHYTHM CHUNKS

- 1) Quick individual assessment of rhythm reading (clapping and counting)
- 2) The “Chunk Clap”
- 3) Perform as a wind pattern
 - helps with internalizing subdivision and establishing proper air flow
- 4) Playing repeated note or scale pattern with a Rhythm Chunk
 - helps connect internalizing subdivision with playing

SCALE CHUNKS

- 1) Quick individual assessment of note-reading using Chunks of a scale pattern or melody
- 2) Each Chunks book teaches notes in the proper sequence for that instrument
- 3) Students must perform Chunks in order
- 4) Each Scale Chunk teaches new notes/concepts, building on previously learned material
 - Makes learning easier
 - Easy for students to achieve success quickly
- 5) Teach students to use a fingering chart to learn new notes on their own
 - Ovals around new notes as they are introduced
- 6) Directors can have students perform a Scale Chunk backward to ensure they are reading notes and not just learning aurally
- 7) Differentiated instruction
 - There are different Scale Chunks for each instrument, making learning section-specific
 - Students should work at an appropriate pace for them, setting individual goals
 - *Teaching all students the same level of music at all times **does not promote growth**
- 8) Overall, "Chunking" teaches **proper practice** and **improves sight-reading abilities**

QUICK ASSESSMENT = QUICK SUCCESS = STUDENTS MOTIVATED TO ACHIEVE MORE

DIFFERENTIATED LEARNING

TEACHING STUDENTS ABOUT DIFFERENTIATED INSTRUCTION

- 1) Important for students to understand we all learn at different levels, different paces, just as we all have different gifts and talents
- 2) "Getting to the podium" demonstration- interactive
- 3) The Golden Rule of Band:

**WE EXIST TO MAKE
EACH OTHER BETTER**

**IF YOU PROVIDE STUDENTS WITH A CHALLENGE...
THEY WILL RISE TO MEET THAT CHALLENGE!**

PERCUSSION

SNARE CHUNKS

- 1) Percussion substitute for Rhythm Chunks
- 2) Rhythmic concepts learned in each level of Rhythm Chunks are incorporated into Snare Chunks
- 3) Teaches rudiments using the same step-by-step approach as Scale and Rhythm Chunks
- 4) Percussion also has Scale Chunks for mallet instruments
- 5) Dynamics taught using inches:

DYNAMICS GUIDE



pp

(pianissimo) = very soft

Play at a height of
1/2 inch

pp



p

(piano) = soft

Play at a height of
1 inch

p



mp

(mezzo piano) = medium soft

Play at a height of
3 inches

mp



mf

(mezzo forte) = medium loud

Play at a height of
6 inches

mf



f

(forte) = loud

Play at a height of
9 inches

f



ff

(fortissimo) = very loud

Play at a height of
10 inches

ff



ASSESSMENT METHODS FOR VARIOUS ENSEMBLE SIZES

SMALL/MEDIUM ENSEMBLES

In Class Assessment

- 1) Director floats around classroom
 - Can also include high school student helpers if available
- 2) Provides students with immediate feedback/instant gratification
- 3) Quick success = students motivated to achieve the next Chunk

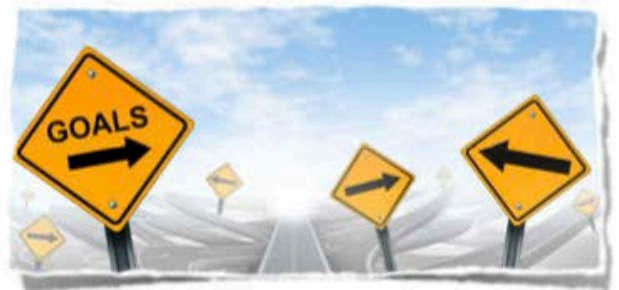
MEDIUM/LARGE ENSEMBLES

Google Classroom/Flipgrid

- 1) Great assessment tools for large ensembles
- 2) Assess every student quickly and often
- 3) Helps provide quick feedback and prevent bad habits
- 4) Set up instructions available at scaleandrhythmchunks.com

GOAL-ORIENTED STUDENT ASSESSMENT

- 1) Mastery of the Chunk is the ultimate goal
- 2) Each student's goal may be different
- 3) Assess individual tone, articulation, etc. in the manner that best suits the student



Our students are on a musical journey...

we have the honor of being their guide on the journey

DYNAMICS & ARTICULATION WITH A WIND PATTERN

Chunk #14

CHUNK CHALLENGE!

This Exercise combines the elements learned in Scale Chunks #11-13.
Can you name this tune?

A single staff of music in treble clef with a 4/4 time signature. The melody consists of quarter and eighth notes. It starts with a dynamic marking of *mf* and ends with a dynamic marking of *f*. There are also some accents over certain notes.

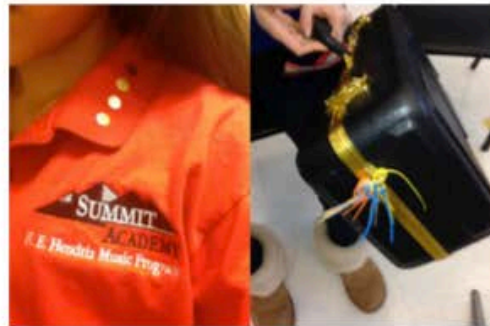
MUSICAL LITERACY

- 1) The year after the Chunks program is introduced, students are prepared to practice anything you ask them to practice
- 2) Students are trained to practice properly
- 3) Students are trained to become proficient sight-readers
- 4) Students are able to perform more challenging music
- 5) Students **WANT TO PRACTICE!!!**

INCENTIVES

**Create a budget specifically for rewards/incentives or ask parents to contribute*

- 1) Rewards for reaching individual and ensemble goals
 - Differentiate goals where necessary (e.g. learning disability or other circumstances)
- 2) Recruitment Concert
 - Students perform challenging and fun music
 - Students demonstrate instruments for future band students
- 3) "Caught Doing Good" Raffle Tickets
- 4) Pins or Zip Ties for achievement of levels



CHUNKS WARS

COMING TO A BAND ROOM NEAR YOU
DECEMBER 9 - 11

TALLY MARKS EARNED PER CHUNK PERFORMED

	BRONZE	SILVER	GOLD	PLATINUM
RHYTHM	1	2	5	15
SCALE	2	4	10	20
SNARE	2	6	15	30
CHUNK CHALLENGES	4	8	15	30

**ANY STUDENT COMPLETING ALL SCALE & RHYTHM CHUNKS,
WILL EARN 100 ADDITIONAL TALLY MARKS FOR YOUR GROUP!!!**

*ALL CHUNKS MUST BE COMPLETED IN ORDER

CHUNKS CAN BE SENT VIA EMAIL TO YOUR DIRECTOR for **CHUNKS WARS THROUGH THURSDAY EVENING

***YOUR ENTIRE GROUP BENEFITS WHEN YOU HELP EACH OTHER

**THE GROUP WITH THE HIGHEST TALLY MARKS WILL EARN
A PIZZA PARTY DURING EXAM WEEK!!**

GET CREATIVE!

Set goals for your ensembles!

- 1) Incorporate Breathing Daily Workouts into each rehearsal
- 2) Utilize Google Classroom/Flipgrid for assessment or assess Chunks in class each week
- 3) Set ensemble goals
- 4) Put students in groups by ability or partner students to help one another
 - Students with strengths help those struggling
 - Working together will build leadership at an early age
 - Learning how to work together will build a sense of teamwork and better bond between your band members

BENEFITS OF DIFFERENTIATED INSTRUCTION

- 1) Quicker learning of music by students
- 2) Better retention of knowledge by students
- 3) Better retention of students in your program
- 4) Students learn how to work together to help each other
- 5) Students learn notes & rhythms allowing them to achieve far beyond their normal age level
- 6) Better habits are formed from consistent assessment
- 7) Director is aware of all students' strengths and weaknesses

AND BEST OF ALL...

STUDENTS LOVE BAND!

SCALE & RHYTHM CHUNKS

is available

at **J.W. Pepper & Stanton's Sheet Music**

Visit scaleandrhythmchunks.com

for more information and

Subscribe to the Scale & Rhythm Chunks
YouTube Channel to access instructional videos
for every exercise.

"Like" ***SCALE & RHYTHM CHUNKS***
on Facebook for additional resources

CONTACT INFORMATION

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Richard Canter serves as a band director for Walnut Hills High School in Cincinnati, Ohio, where he directs beginning band, junior high bands, the Marching Band and the Wind Ensemble. Throughout his twenty year career as a music educator, Mr. Canter has been an advocate for music education, serving four years as a District President of the Ohio Music Education Association. He has a passion for helping students reach their highest goals in music. This passion led to creating the Scale & Rhythm Chunks program, a teaching tool that is endorsed by Dr. Tim Lautzenheiser and is used by bands throughout the United States and internationally. In addition to his position at Walnut Hills, Richard is the music director of the Cincinnati Junior Youth Wind Ensemble at the University of Cincinnati College Conservatory of Music.

Mr. Canter is sought after as a clinician and guest conductor. He has presented clinics on beginning and developing band pedagogy throughout the United States, including two sessions at the Midwest Band & Orchestra Clinic, as well as music education conferences in Texas, Oregon, Georgia, Indiana, Kentucky, Missouri, Minnesota, South Dakota, New York, Kansas, Nebraska, California, Michigan, Tennessee, Colorado and Ohio. His awards and honors include Educator of the Year, the Celebrate Excellence Award, and winner of the Music Educator's National Conference Music Composition Competition.

Mr. Canter's professional affiliations include the National Association for Music Education, the Texas Bandmasters Association, ASCAP, Phi Mu Alpha Sinfonia and Kappa Kappa Psi. Canter holds a Bachelors Degree in Music Education from Bowling Green State University and a Masters Degree in Music Education from Miami University.

SCALE & RHYTHM CHUNKS by Richard Canter

FOREWARD BY TIM LAUTZENHEISER:

"It's exactly what is wanted and needed!" That was the first thought I had after reviewing Richard Canter's wonderful contribution to the music education community, *Scale and Rhythm Chunks*. Richard's strategically sound and sequentially driven musical pathway is certain to appeal to ALL those who are seeking to become more proficient on their chosen instrument.

Moreover, the outstanding "pacing" is perfect for the young artist who is eager to feel a sense of accomplishment while developing the needed skills to access the treasury of great literature that requires a solid command of sight-reading.

There is clearly no shortcut to musical excellence, and all too often, our beginners (as well as others) simply give up and/or give in to the rigorous demands of disciplined practice and steadfast persistence needed to achieve the given musical goals. The following pages offer a brilliant and achievable blueprint that can be individually adapted to the progress-rate of each and every student.

The book is designed so it can be used as a workable supplement to any beginning method. It is also ideal to be integrated into any ensemble setting and/or as a support to individual practice. *Scale and Rhythm Chunks* is graphically friendly and it keeps the learner positively involved as each exercise is designed to gently stretch the performer offering a sense of fulfillment and personal accomplishment.

Everyone has musical talent, and Richard Canter has put together a remarkable archetype that removes removes all the mystery associated with the task of becoming a proficient sight reader.

This beautifully created book is: AN IDEA WHOSE TIME HAS COME.