

CMP Summer Workshop 2016

Concerts That Teach



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Reflect on your most recent concert.....

- What happened first?
- What traditions or procedures did you follow?
- Why did you do things the way you did?
- What happened after the concert?
- What did you do the next day?

Imagine a Different Possibility

If you could do concerts a different way, what would you do?
What would the concert look like and sound like?
What role would the students play?
What role would the audience play?
What role would you play?



imagine

Concerts That Teach

Concerts are not just performances, they are opportunities for parents, administration and community members to take a look “into” your classroom.

Concerts That Teach

Concerts are unique and synergistic events. Concerts bring together the “energy” of the composer, music educator/conductor, student performers, and audience.

Concerts That Teach

Concerts are not something to “live through” or a “burden to survive”. They are an opportunity to share-

- The joy and creativity of music
- The value of music education
- The potential of young musicians working together to produce something that is bigger than themselves.

We Spend Little Time Thinking Creatively About Concerts

We usually “teach the way we were taught”
and do “concerts in the same manner as we
experienced them as a performer”.

Use your imagination and allow yourself to
think creatively about different possible
ways to create an “informance”

A photograph of Sir Ken Robinson, a man with glasses and a dark suit, speaking at a TED event. He is gesturing with his right hand raised. The background is dark with a large, semi-transparent red circle behind him. The TED logo is visible in red at the bottom center of the circle. The quote is overlaid in white text on the left side of the image.

“If you’re not prepared to be wrong, you’ll never come up with anything original.”

– SIR KEN ROBINSON

TED

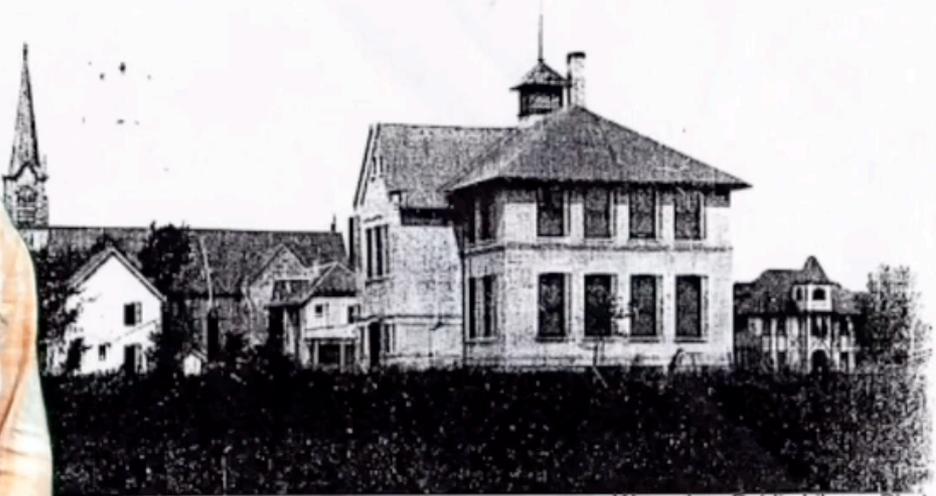
But Beware...

- Not suggesting “tricks” or “gimmicks”.
- YOU are not creating the artifacts, but simply gathering the information to share with the stakeholders.
- Everything you do should be tied to your outcomes, rooted in good teaching practice, based on great music, and relevant to your students.
- OK...but how?

Good Teaching
Great Content
Capture The Goodness and Share It with
Intention!

Here are some ideas....

Copy From Postcard
Waunakee High School
1905



Waunakee High School, Waunakee, Wis. Waunakee Public Library Photo





Display Artifacts Collected From Student Projects

- Paintings
- Cartoons
- Photos
- Sculpture
- Videos
- PowerPoints
- Games
- Dance
- Compositions
- Poetry
- Acting
- Writing
- Research
- Performing

Program – Great Opportunity... Take Care!



Proudly Presents the

6th and 7th Spring Band Concert



With Guest Conductor/Composer
Brian Balmages

Chris Gleason, Band Director
Sharon Haraldson, Band Director
Abigail Martin, Student Teacher

Tuesday, May 15, 2012
7:00 pm

Sun Prairie High School Pe...



Quotes From The Kids.....

What is your favorite band piece that we are performing and why?
 "Sun Cycles because it is very majestic and cool and probably one of the rare pieces which has more foreign sounds than what most people are used to." - Jay Naidu
 "Sun Cycles because it sounds genuinely Egyptian, especially on my instrument, the oboe. It really has a unique sound to it." - Emily Huttler

What have you learned from this commission with composer Balmages or how has it impacted you?
 "That you need to work hard to succeed. People will not get there for you. You do it by trying hard!" - Angelyn Banach
 "It's made me realize that sometimes you really only have one shot, so you've got to work hard on it." - Natalie Lien
 "It's impacted how long I practice." - Cassie Shephard
 "This commission with composer Balmages impacted me by giving me the experience of having a composer write a piece of music for us. We got to pick what the piece was about and know more background knowledge about it. Many schools don't get this experience." - Kaylee Sadeghpour-Hess
 "I think it's given me a chance to meet with someone who really understands how music works and it has really inspired me to try my hardest." - Kaytlin Schuckert

"This commission with Brian Balmages has made me listen more to the people around me and to try to match to sound like one instrument. This has also made me practice a lot more." - Sky Powelka
 "This commission with Brian Balmages has made me listen more to the people around me and to try to match to sound like one instrument. This has also made me practice a lot more." - Sky Powelka
 "It's giving me an experience I will never have again and allowed me to see exactly how the composer wants the music to be performed." - Anonymous

Why should other schools purchase and perform "Sun Cycles"?
 "Other schools should purchase and perform Sun Cycles because it would make kids in other bands learn to balance better and to listen to the people around you in your section. I also think this piece would also help bands learn more about being a band." - Sky Powelka
 "Sun Cycles is an incredible piece. The sound and the tone given off are just phenomenal. Any school that plays this will be for some pretty tough stuff, but also an awe-shocking performance." - Natalie Lien

Why is Music Important?

"Music can make you feel different emotions or put you in a different mood and everyone should learn how to make music, or sing, or at least keep a beat" - Liberty Bogle

"Music is important because music is a way of expressing yourself and it can say things that people can't say in words. Without music, the world would be really boring." - Sky Powelka

"Music is a way to express yourself through words or without words. Music brings happiness, sadness, joy, love, every mood and emotion you can think of. It's inspiring and a great time. Nothing is as great as music. If you have music, you have everything." - Natalie Lien

"Music is important because it lets you express your feelings and to me, it really is a chance for me to play something that inspires my imagination." - Kaytlin Schuckert

"Music is important because its another way to express yourself. Without music life would be soundless, quiet and boring. Music is needed in life." - Kaylee Sadeghpour-Hess

"It helps to calm me down. It teaches good life lessons like trying hard and your best to get it right." - Angelyn Banach

"It is something that lets me be me." - Paul Moniak

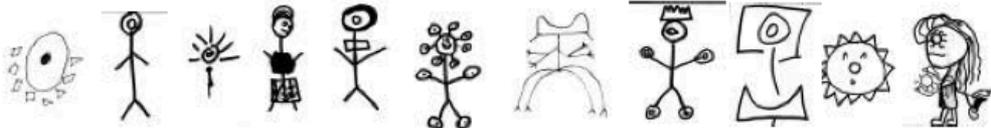
"Music is important because it reflects on who you are as a person and makes you a better person than you already were." - Mallory Greenberg

"It helps kids learn new things like how to be better if you just practice and also teaches them how to learn the language of music. You might not think it's hard, but you have to work just like in everything else in life to be good." - Natalie Stojanovich

"Because it gives kids a voice." - Jacob O'Hearn

"I think music is important because it represents how life goes up and down like notes on a page or how each day is different than the last—like how each dynamic is different than the last." - Robert Rockman

"Without music life would be boring. Movies wouldn't have background music. You wouldn't have anything to do in the shower. Music makes life more interesting" - Liz Wachter



Students interested in arranging and composition used Finale to create new versions of the music. These students created a trombone octet of Simple Gifts.

Simple Gifts
Riley, Nick, and Chris

The image shows a musical score for an octet of trombones. The score is written in bass clef with a key signature of two flats (B-flat and E-flat) and a time signature of 4/4. The music is divided into four measures. Trombone 1, 2, and 3 have a melodic line starting with a rest in the first measure, followed by a series of eighth and quarter notes. Trombone 4 has a rhythmic pattern of eighth notes. Trombone 5, 6, and 7 play sustained notes with dynamic markings of *ppp*, *pp*, and *ppp* respectively. Trombone 8 has a melodic line starting with a rest in the first measure, followed by a series of quarter notes. The dynamic markings are *fff* for Trombones 1, 2, and 3, and *mf* for Trombone 8.

Play main themes before performing song.

Daniel Bukvich

The musical score is written on four staves. The first staff begins with a red triangle pointing to a box containing a quarter note and the tempo marking $\text{♩} = 100$. Below this, a box labeled 'TAXI 1' points to the first measure, and another box labeled 'TAXI 2 (REAR TAXI LINE)' points to the second measure. The first staff ends with a box labeled 'REAR TAXI 2' pointing to the final measure. The second staff has a box labeled 'TAXI 3' pointing to the first measure and a box labeled 'ALL OTHER TAXIS' pointing to the final measure. The third and fourth staves contain more musical notation with various dynamics and articulation marks.



Demonstrations (xylophone pentatonic)



Perform a number of selections that display how the orchestra grew and changed over the years. Have a cello narrate the event.



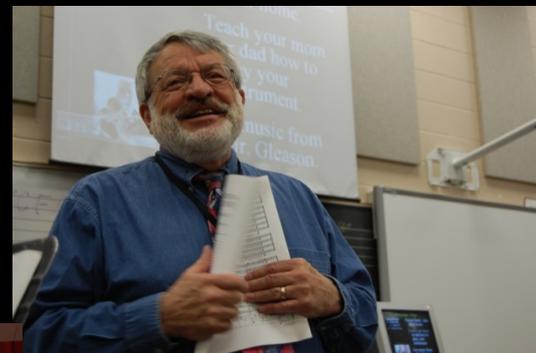
Video Before Concert



Video Before Concert



Guest Conductors, Composers, Artists.



Parent Band



Video Introductions

PATRICK MARSH MIDDLE SCHOOL BAND
COMMISSION POSSIBLE

6th Grade Staff Beginning Instruments



End Of The Year Video

