

SUPPLEMENTAL ACTIVITIES  
FOR DEVELOPING  
MUSICIANSHIP IN  
BEGINNING BAND

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# GOALS

- ❖ What does it mean to be “ready” to play a musical instrument?
- ❖ How can we ensure this readiness for instrumental music students?
- ❖ What is the difference between audiation skills (musicianship) and executive skills?
- ❖ How can we support good music learning (listen, speak, read, write) using traditional method books in the beginning band curriculum?

# TRANSFER OF CONCEPTS FROM GENERAL MUSIC TO BEGINNING BAND

- ❖ Communicate regularly with general music teachers regarding concepts and skills.
- ❖ Find out what songs they “know” from general music and learn those by ear in beginning band.
- ❖ Begin rhythm notation with whatever system was used in general music and then transition to the system used in band.
- ❖ Begin tonal notation with whatever system was used in general music.
- ❖ Take ensembles to the elementary school and perform literature that includes singing or playing by elementary students
- ❖ Connect executive skills on wind instruments to previous skills on recorder and classroom instruments



# MOVEMENT TO SUPPORT RHYTHMIC MUSICIANSHIP

- ❖ Steady beat movement activities
- ❖ Macro and micro-beat movement
- ❖ Stop yelling “sub-divide”
- ❖ Call and response activities/rhythm patterns
- ❖ Improvisation activities
- ❖ Rhythm syllables

# TONAL ACTIVITIES TO SUPPORT MUSICIANSHIP

- ❖ Sing TUNES
- ❖ Sing Bass Lines to TUNES
- ❖ Sing Tonal Patterns
- ❖ Improvisation activities with patterns
- ❖ Play TUNES by ear in multiple keys
- ❖ Play Bass Line in the same keys
- ❖ Play tonal patterns
- ❖ Improvise on instruments



# CONCERNS REGARDING “THE BOOK”

- ❖ Lack of familiar tunes
- ❖ Illogical and unmusical notation for familiar tunes (e.g *Hot Cross Buns* in half notes)
- ❖ Beginning with a whole note reflects executive skills and not audiation
- ❖ Key signatures not treated as “Tonal Centers”
- ❖ Lack of triple meter and minor tonality
- ❖ CD accompaniments lack tonal and rhythmical context (i.e. click-track only)

# CONCLUSIONS

- ❖ Be creative in the use of the book.
- ❖ Change keys for the songs in the book.
- ❖ Change meter.
- ❖ Change tonality.
- ❖ Add bass lines.
- ❖ Create harmony parts.
- ❖ Every time a new piece is presented, it's an opportunity to recall familiar tonal and rhythm patterns and use them as scaffolding to tackle unfamiliar patterns. This is how beginners become independent musicians.



# RESOURCES

- ❖ Complete list available from Dr. Duitman.