

Why sectionals?

It actually comes from the Manitoba Curriculum Framework for Music Education 2015.

Creating Music: Creative Expression in Music:

The learner generates, develops and communicates ideas for creating music. This refers to your interpretive ability and how you process the information you are given.

Generally speaking, this would include specific outcomes:

Phrasing, Musicianship, Interpretation, Balance and Blend, Risk Taking and Style

Second: What's a sectional?

CREATING MUSIC: Creative Expression in Music
(or about 25% of your grade)

As mentioned in section two at the top of the course outline, “creative expression in music” refers to the student’s interpretive ability and how he or she may process the information that they are given. This would include concepts such as: Phrasing, Musicianship, Interpretation, Balance and Blend, Risk Taking and Style. It is a strong tenet of a well-developed program that its members have the opportunity to experiment with these concepts individually during class time; however, it is even more important that they meet and discuss these ideas in a small group setting and determine the best artistic solution to their endeavours.

Consequently, each student will be expected to meet four times during each reporting period with their section members to work on the aforementioned concepts. In order to receive any accreditation towards a student’s summative evaluation, the sectional must be a minimum of 30 minutes and students must be present for the whole time.

Sectionals are to be scheduled by the individual section members and coordinated by the section leader [named at the start of the year by Mr. Edwards]. Mr. Edwards will attend sectionals only if invited, as his presence may undermine the autonomy of the process. Sectionals do not have to take place at the school. Once a sectional has taken place, it must be recorded in the sectional book in order to receive any mark. Sectionals can be broken into individual parts – i.e. 1st Clarinet, 2nd Clarinet and 3rd Clarinet; however, one of your quarterly sectionals should try to include the entire section.

Third: So you've been named the Section Leader... now what?

Section leader is considered to be a great honour as you have been selected by Mr. Edwards to help organize your section and assist in helping to make our band even better. No one has ever asked to assume this role... It is assigned by Mr. Edwards.

What is your role as section leader?

Primarily you are there to help. By naming a section leader, Mr. Edwards has chosen someone who is a willing helper and someone who is approachable and happy to help if members of the section need some extra assistance with their parts or some fingerings. That said, it is important to note that they are not the only "experts" in each section. Other members may also be available to assist.

Section leader should always team count and encourage all the members of the section to do likewise. As well, section leaders are always circling their parts with the intent to not only mark arrears for their own improvement, but to mark sections of their music that should be addressed in sectionals.

As well, a section leader's job is to get the dialogue going with regards to planning sectionals. They coordinate the communication between members and get everyone thinking about working towards completing their goal of 4 sectionals per reporting term.

There is often no way to include everyone in large sections, so section leaders do their best to include everyone, but with the understanding that it simply may not be possible.

It is also understood that it is the responsibility of each member to attend sectionals. It **IS NOT** the responsibility of the section leader to ensure that everyone attends. Section leaders are to plan sectionals at the best time possible and to try their best to include everyone whenever possible.

Section leaders, by nature, may attend more than 4 sectionals.

You can count your time with Ms. Muncer towards one sectional and two with permission. That said, a sectional meets our curricular requirement that students have input into their music making.

During sectionals, the section leader is there as a springboard for discussion about parts and ideas for improvement (i.e. articulation and dynamics) and to help identify areas that need work. By starting this dialogue, they then listen to the rest of the section's ideas and incorporate them into the sectional time so that everyone can get their needs met.

When working in a section, the section leader counts off to start the section. When there is a concern that cannot be solved by the section, the section leader brings it to the attention of Mr. Edwards and he will come and help.

It ***IS NOT*** the job of the section leader to record sectionals. Each member of the section is responsible for recording his or her own sectionals in the sectional book. That said, the section leader can help the section by checking the book and reminding members that have not entered their sectionals as the due date comes close.

Basically, section leaders are there to help. They are there to coordinate dialogue and to ensure that we are using our time to the best of our ability to move forward in perfecting our music.

So In Short, it looks something like this:

- Be able to play all of the music the director gives you within a couple days of receiving it.
- Lead by example.
- Be willing and able to teach the members of your section the music. This means that not only should you be able to play it, but should also be able to explain it in such a way that the entire section can learn and perform the music.
- Be open and honest without getting too critical and personal. You can really influence how the entire section feels about playing their instruments and being in band.
- Be willing to "go the extra yard" to help the band and director as needed.

- Show up early to rehearsals and be ready to rehearse. Then see if there is something that needs to be done.
- Stay late after rehearsals and help your section or the director if needed.
- Maintain high standards, and instill that in the entire section.
- Have FUN!!
- Avoid "spreading rumors" and discourage disparaging comments about other students within the band as well as the director. Problems and issues should be taken up on an individual basis.
- You are a student leader within the organization. Always try to put your leadership first in rehearsals. Learn your music on your time.
- Represent your section and the band in a positive light at all times, especially in public.
- Keep the section enthusiastic...section pride. That could mean anything from section shirts to a "sax section night out."
- Keep order. You have to be that guy who gets your section under control if there is talking, etc...
- Don't be one of those power hungry leaders
- Be prepared to resolve personal conflicts between members of your section.
- Help people who need help.
- Show that you care about the people in your section...you don't have to be everyone's best friend, but everyone should consider you to be a friend.
- BUT above all else...your main job is to create unity and pride in your section.