Recruiting & Reimaging Beginning Band

MMEA 2021 Virtual Conference

Wednesday, May 12, 2021 @ 6:00pm

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RECRUITMENT

Caitlin Ramsey

Recruitment is a Process, Not an Event (adapted from Wendy Hidgon)

1. Build a timeline of events and communications
2. Determine your audience
    a. Students
    b. Parents
    c. Administration & Teachers
3. What are your obstacles and how can you circumvent them?
4. Develop your message and materials
    a. Make professional looking materials using Canva (it's free and easy!)
5. Plan how to communicate

Instrument Fittings = Recruitment

➔ What is the purpose of instrument fittings?

- Places students on instruments that they'll find success at
- Creates more balanced instrumentation
- *Plants the seed: ALL students can be successful at an instrument*
- *Advertises the band program*
- *Introduces band before other competing classes or activities*
- *Creates an annual event or tradition for the band program*

Cape Elizabeth Middle School Instrument Fittings

Step 1: Students complete Intermediate Measures of Audiation in music class

- ➔ Two part (tonal & rhythmic) aptitude assessment
- ➔ Covid times: Shorted assessment & made an online version for remote students

Step 2: Instrument Fittings

- ➔ Normal Year
  - ◆ Pull students individually from music class (1-2 minutes per kid)
  - ◆ Look at teeth, dental hardware, lips, hand size
  - ◆ Students try flute headjoint, trumpet mouthpiece, trombone mouthpiece
  - ◆ Use SaniMist to sanitize mouthpieces between students

- ➔ Covid Times
  - ◆ Held via Zoom in the evening
    - Students met in groups of three for 10 minutes each
    - Used Sign Up Genius and parents selected times
  - ◆ Used 50 Jupiter/KHS Join the Band Wind Instrument Try Out Kit
    - District paid ½ w/Covid $, parents assoc. grant paid for other ½
    - Only used flute, trumpet, and trombone mouthpieces
    - Used meal prep containers-washable
    - Created rotation schedule for students to pick up and return



Step 3: Tabulate data to make instrument recommendations for students

Step 4: Demonstration & Sign Ups

- ➔ Normal year: One demonstration for all 4th graders
- ➔ Covid: One demonstration for each fourth grade class, plus video for remote kids
- ➔ Sign Ups- have a short window to create urgency (1 week)
  - ◆ Advertise everywhere: email, school newsletter, social media

7 Points of Contact Theory

- ➔ Rising band students/parents need to hear about band from multiple people
  - ◆ You
  - ◆ Elementary music teacher(s)
  - ◆ Classroom teachers
  - ◆ Administration
  - ◆ Current band members
  - ◆ Band parents or Parents association
- ➔ Rising band students/parents need to hear about band multiple times over several months
- ➔ Students and parents need to hear about band in multiple ways
  - ◆ Email (examples linked)
  - ◆ Social media
  - ◆ School newsletter
  - ◆ Local newspaper
  - ◆ Videos (example linked)

Put Your New Covid Teaching Skills to Use

- ➔ Social media
  - ◆ Promote your program
- ➔ Videos
  - ◆ Create engaging, personalized, and informative videos for students & parents
  - ◆ Share via email, social media & district website
- ➔ Google Classroom
  - ◆ Connect with rising band students by joining 4th grade GCs
  - ◆ Create a *Learn about Band* GC for incoming students to explore
- ➔ Zoom or Google Meet
  - ◆ Greater to access to students and families
  - ◆ Meet & greet, instrument fittings, parent meetings

What Can You Accomplish in the Last Four Weeks of School?

- ➔ Create a tentative plan(s) for fall
  - ◆ Communicate your plans with admin/teachers
- ➔ Visit classes (in-person or virtually)
- ➔ Promote your program to parents
  - ◆ Social Media
  - ◆ Local Newspaper
  - ◆ School Newsletter
  - ◆ Email introduction

REIMAGINING

Missy Shabo

- **Get the school on board**
  - Meet with administration
  - Share data (numbers, current situation)
  - Get help from your colleagues
- **Schedule**
  - We proposed to have two different 6th grade bands to start the year
  - Goal will be to combine students into one performing ensemble
  - Able to differentiate instruction between beginners and second year players
- **How?**
  - Students are signing up this spring
  - Using Be a Part of the Band and remote meetings with parents/students
  - Collecting instruments in advance to mark for headjoint placement, ligature, reed, finger placement, etc.



  - One individualized in person lesson in June (scheduled during remote time and Saturdays)
    - Instrument set-up
    - Posture
    - Embouchure/creating first sound
    - Care
  - Students will have access to pre-recorded teacher videos on fundamental beginning band topics

Summer Lessons

- Using ESSER funds to fund 8 30-minute lessons for each beginning band student (in addition to the in-person lesson)
- Current band students are also offered a summer lesson as well
- Band directors, percussion instructor, and high school band staff will be teaching lessons
- Created a potential schedule that will be flexible, depending on instructor
  - Week of June 7 and 14: First lesson for all beginners

    - Week of June 21: 2nd lesson
    - Week of June 28: 3rd lesson
    - Week of July 5: 4th lesson
    - Week of July 12: 5th lesson
    - Week of July 19: make-ups
    - Week of July 26: 6th lesson
    - Week of August 2: 7th lesson
    - Week of August 9: 8th lesson
    - Week of August 16: make-ups
- Develop a budget proposal
    - Estimated student participation with each student receiving a total of 9 lessons
- Meet with building administration and curriculum coordinator

Esser Funds for Music Education

- Funds are allocated from the state to school districts
- Follows the Title 1 funding the district receives, but not for Title 1
- States are required to set funds aside to address loss of learning
- Can be used for after school and summer programs

How can we use ESSER funds for music education?

- Instruments, supplies, materials to help ensure health and safety (mouthpieces, instruments that are normally shared)
- PPE, cleaning, specialized masks
- Facilities
- Instructional support/additional faculty
- Summer programs/camps (addressing learning delay)
- Planning

Resources on ESSER Funding

- Midwest Clinic
    - Webinar on funding opportunities available through the Elementary and Secondary School Emergency Relief Fund
- Midwest ESSER Session Resources
    - Includes guidance for music education, aerosol study resources, and ESSER funding information
- CARES ACT Funding Guidance
    - Provides ideas and rationale for accessing funding

Get involved in the process!

- Share this information with your building administration
- How would you like to access funds to allow for a safer return and address delayed learning?