



Scheduling Your Year: When and How to Make it Happen!

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BALANCE is the most important element! “You have time if you make time.” – Joe Kolmel

TIME DESTROYERS:

- Communication
- E- Mail
- Conferences
- Schedules
- Boosters
- Lesson Planning
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- Inventory
- Lessons
- Lockers
- Fundraisers
- Supplies

Planning ahead and keeping BALANCE will allow you to be more successful and happier in this profession and in your personal life, in the long-run.

We will view our planning from MACRO to MICRO and in 2 parts:

- 1) Planning your program
- 2) Choosing literature for your ensembles

PART 1 – PLANNING FOR YOUR PROGRAM

By year(s):

- Long-range goals: a multi-year plan or year by year?
 - A yearly theme: “Back to the Basics!”
 - Big trips?
 - School board approval?
 - Fundraising plans?
 - Travel agent?

By Semester:

- Plan one semester in advance of where you currently are.
 - Plan the fall semester in the late spring, plan the spring semester in the late fall. Everything gets done one semester in advance, always!
 - Program Schedule
 - Marching band show sites are picked in late spring.
 - Concerts & festivals
 - Guest conductors and clinicians
 - Overnight trips?
 - Transportation requests
 - Activity requests
 - What booster club support will be needed this semester?
 - Create a booster-only column on the program schedule. Booster clubs appreciate knowing in advance what is expected of them. What are the needs?
 - SHOW THE “SCHEDULE OF EVENTS” FROM WWW.LOSOSOSMUSIC.COM
 - Budget
 - Based upon your performance schedule, how much will it cost?
 - Booster club fundraisers vs. individual donations from families?
 - How much does this break down per student?
 - Send a letter home or email out the semester budget and fundraising goals.
 - Personal Schedule
 - What music conferences will you attend this year? (SCSBOA, CBDA, TMEA, Midwest Clinic)
 - Register for these and book your airfare and hotel accommodations now.
 - Book your medical appointments now: take care of yourself!
 - Check-up with your doctor.
 - Dental/eye appointments.

By Month:

- What tasks need to be completed on a monthly basis for the program to run smoothly?
 - Process booster club or district-paid stipends for instructional staff (walk-on coaches).
 - Send flowers to one secretary in the front office.
 - Any honor band/orchestra opportunities to make students aware of?
 - Need to book any subs for this month per conferences, medical appointments, etc.?
 - Do this as early as possible. Don’t wait!

- What booster club support will be needed this month?
 - Provide specifics to booster club officers about how to best support.
- Inventory one section of the band/orchestra this month.
 - ensure that what you have in the computer matches what's in the kids' hands.
 - Do this on a Friday conference period or after school.
- Any new conductor's scores that need to be numbered/marked-up by the TAs?

By Week:

- What tasks need to be completed on a weekly basis for the program to run smoothly?
 - Update the *Weekly* page of the program website on Sundays.
 - SHOW THE "WEEKLY" FROM WWW.LOSOSOSMUSIC.COM
 - Keep the website current and pertinent!
 - Any "Transfers of Attendance" needed to pull students from class for field trips, assembly performances, etc? Do these well in advance and keep the front office staff happy!
 - Need to discuss any fundraising efforts with the students? Provide some motivation?
 - Any updates to the iPod genres for in-class listening?
 - Send home a thank-you card to the parents of 2 outstanding students.
 - Parents are accustomed to mostly hearing from teachers when there is a problem. Surprise them otherwise!
 - Here is my standard text for those cards, which I individualize slightly for the student:
"Dear Mr. and Mrs. Jones, I just wanted to write a brief note to let you know what a pleasure it is to have Susan as a student in our music program at Los Osos! Your daughter is an intelligent, thoughtful, hard-working young woman and we are all very proud of her! My very best wishes to your family!"
 - Find 20 minutes this week to read something that relates to your profession.
 - *The Instrumentalist*
 - Have a locker check after school every Friday, for a grade. Insist that students take their instruments home for the weekend.
 - You cannot force a student to practice their instrument, but the chances of that happening are much higher if the instrument goes home every weekend.
 - Do a reed/slide/rosin check consistently once a week throughout the school year, for a grade.
 - All woodwinds always have 5 good reeds being rotated.
 - Every slide and valve works on every brass instrument.
 - Strings always have and use rosin.
 - Have a social media presence at least once a week.
 - Positive program promotion.
 - Promote upcoming concerts, guest artists and clinicians and fundraisers.
 - Social media is a big part of the world we live in. We must have a presence there if we wish to remain relevant!
 - Follow your school district's guidelines regarding acceptable social media use.
 - Program Facebook account not linked to director's personal account.
 - I do not "friend" current students on my Facebook account.
 - Remember, anything you post online is there FOREVER!

Daily Tasks:

- What tasks need to be completed on a daily basis for the program to run smoothly? I have a daily template on my clipboard and it includes the following:

- Arrive early to the office and read today's "Spark" while the office is still quiet.
 - *The Spark: Notes from the Podium* by Gary Gackstatter & Ron Sikes - C Alan / McClaren Productions
- Spend a few minutes of QUIET time at your desk with your scores before the students begin to arrive. Start your day with QUIET.
- Plan a week from today, today.
 - SHOW THE "WEEKLY" FROM WWW.LOSOSOSMUSIC.COM
- Check your staff mailbox EVERY DAY.
 - "Touch paper once." – Richard Lorenzen
- Check your classroom drop box ("The Box") EVERY DAY.
 - Student contracts, music theory worksheet assignments, parent notes, etc. Sort-out what is for you and what is for the booster club and leave the booster club stuff in there for them to pick-up after school.
- Correspondence – Answer every email and voicemail EVERY DAY. Do this even if the answer is, "I got your message and I'm working on it, thanks!"
 - WARNING – This can be the #1 time-killer! However, if you don't keep up with this daily, it can bury you. Work quick, don't write flowery responses (be concise). But make sure you COMMUNICATE daily.
 - DO NOT answer messages angry. If it's a tough subject, allow yourself to sleep on it. I've only recently acquired this ability, and it has made my life MUCH better!
- Lesson plan tomorrow.
 - Before you leave for the day, type over today's lesson plan and plan out what you will rehearse tomorrow in each class
 - 20 minutes of warm-up/technique
 - 20 minutes of rehearsal on a piece for the very next concert.
 - 15 minutes of rehearsal on a piece for the concert after that one.
 - Any special assignments or reminders to post up for the students?
- Keep your attendance and gradebook current EVERY DAY.
 - Do this before you leave your office in the afternoon.
- Play your instrument!
 - Even if you only do your warm-up routine. You can do this while students warm-up their instruments, too!
 - There is something powerful about music teachers playing for their own students.
- Get some exercise! Take some time for yourself.
 - I walk 45 minutes to an hour every single day on my treadmill at lunch or after school.
 - We have our evening rehearsals on Tuesday nights and I bring a gym bag and a change of clothes with me. I walk the track during marching band visual basics or walk the neighborhood trails in the late afternoons between lunch break and evening rehearsals.
 - I use my iPod to listen to music for that night's rehearsal or my "party mix" for a break from art music.

PART 2 – CHOOSING LITERATURE FOR YOUR ENSEMBLES

- Literature Selection
 - This is one of the two things I stress over the most (choosing awards is the other).
 - We live and die by these decisions.
 - STEM teachers largely have a pre-set curriculum. Music teachers do not. This is both a blessing and curse, particularly to younger teachers.

- Marching Band
 - show theme, music and visual design worked-on from January-May via committee and program coordinator (a new element for us this year).
- Concert Bands, Orchestra & Jazz Band sight-read every day in class from the first day of school until Halloween.
 - After Halloween, we spend time working on winter concert music while also continuing with the sight-reading in every ensemble.
 - We select festival literature for each ensemble between Halloween and winter break. Most of it is finalized, handed-out to the students and sight-read prior to the winter break.
 - Even in the spring semester, we continue to sight-read one new piece with every ensemble, every single Friday.

Formula for Solid Programming for Wind Bands & Orchestra:

* Based on an article in the March 2017 edition of *The Instrumentalist* magazine, by Onsby C. Rose:

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| 1) | “Something Old” | Classic/warhorse gems of the literature. |
| 2) | “Something New” | Recent works by living composers. |
| 3) | “Something Borrowed” | Transcriptions. |
| 4) | “Something Blue” | Something slow (ballad) or in a minor key signature or something that compliments the rest of the set. |
| 5) | “A March” | John Philip Sousa, Henry Fillmore, Karl King, Kenneth Alford, Carl Teike, Josef Wagner, Karl Michael Ziehrer |

- We try to do an equal balance of this formula with each of our ensembles every semester.
 - Performers and audiences alike prefer a variety in programming!

QUESTIONS, COMMENTS, IDEAS?

Contact me anytime! samuel.andress@cjuhds.net

Handout for today’s session: On the “Band, Orchestra & Color Guard” homepage of:

www.lososmusic.com