***Habits of a Successful Title One Band Program***

*Clinician: Linard McCloud*

All band programs are designed to obtain maximum achievement from student musicians. We can all agree that there are challenges in every band program. However, the social, financial, and academic restrictions make Title 1 school situations more of a challenge. It should be noted that while a school might be designated Title 1, there are variables even within those situations.

1. **89-10 Federal program and the comparison**
2. **How do we define a Title One program? (ESEA-Elementary and Secondary Education Act)**
   1. Schools that receive supplemental federal funding for students:
3. High poverty level
4. Low income housing
5. Economically disadvantaged

* In these settings, if you take away your instrument inventory, you have no band
* In spite of the many challenges, don’t define your students by their 5-digit Zip Code
  1. **The effects and influence of COVID**

1. Two years of Social Promotion
2. More tutorial programs
3. Additional time in core classes at the expense of Related Arts

In spite of all the aforementioned issues, a director must keep hope and expectations alive. These students are capable of overcoming stumbling blocks to be successful.

**How do we focus on teaching with the challenges?**

* + - 1. Work out a schedule that allows you to give the band a sound musical experience within a time frame that‘s easy for parents to support regularly.
      2. Develop your individual growth plan and level for each student.
      3. Have a knowledge of state test scores to determine an actual profile of the student to be taught.

**What are we facing at these schools and communities?**

1. Reading and Math Deficiencies
2. Eighth note patterns (**Emergency Room); Eighth rests and ties (ICU**)
3. Gentrification
4. Transportation (gas prices not a friend)
5. **“Survival Unit Mode” - Dr. Frances Cress Welsing**

**How do you restart and retool?**

1. You must first assess your situation and come to a conclusion that there is a need to reshape what you do to get what you want.

**A typical sample rehearsal format for students who can’t practice at home**

3:45 PM Mouthpiece work (10 plus seconds buzz, brass scale tones, matching, etc.)

* 1. Tuning
  2. Long Tones
  3. Scales (Bb and B Concert)
  4. Combine scales for chromatic exercises
  5. Lip Flexibility Studies
  6. Single. 5, 7, 9 Stroke Rolls, Paradiddle (add double and others later)
  7. Etude/solo study/technique or method book
  8. Group/Ensemble work in joint method studies
  9. Rhythm mastery sheets / (Importance of terms)

Linard McCloud, Band Director

Burke High School Band

244 President Street

Charleston, SC 29403

**(843) 579-4843**