

# Empowering Student Success Through Daily Habits

Salvador Rodriguez

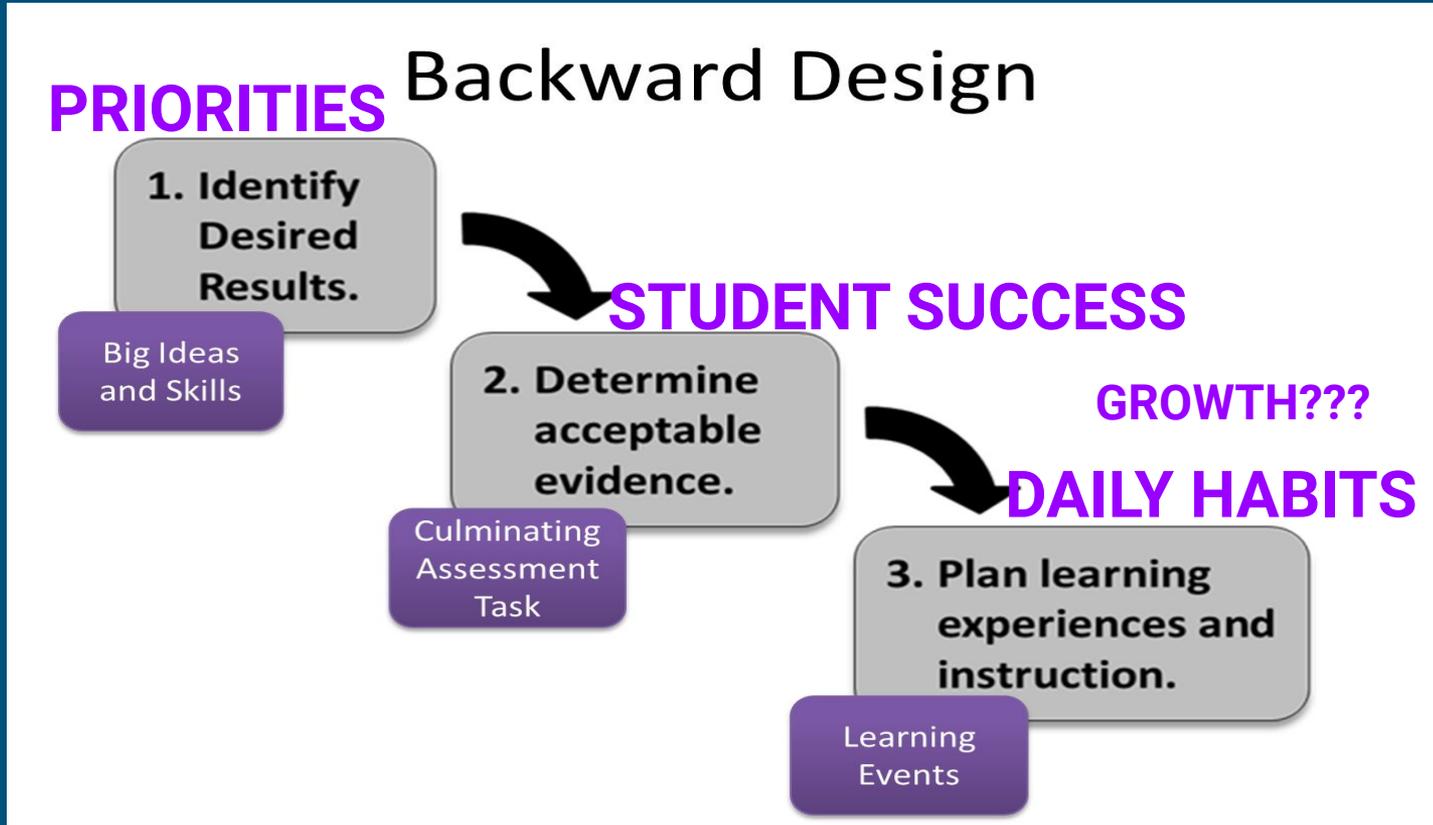
# ... what does THAT mean?

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- ★ **EMPOWER**: to make someone stronger and more confident; especially in controlling their life
- ★ Daily Habits = **your teaching practice aligned to your instructional priorities**
- ★ Student Growth = *individual development* of musical skills in varied contexts
- ★ Student Success = *individual proficiency* of musical skills in varied contexts
- ★ Daily Habits → Student Growth → Student Success

# Understanding by Design Framework

By Jay McTighe and Grant Wiggins



# Teaching with priorities...

What are your  
priorities?

# What vs WHAT

**What** are you using?  
(exercise)

- ★ Warm Ups
- ★ Method Books
- ★ Supplemental Materials
- ★ Repertoire

**WHAT** are you teaching?  
(teacher)

Tone, Timing, Tuning, Dynamics, Phrasing,  
Articulations, Rhythm, Balance, Blend,  
Attacks, Releases, Range, Endurance,  
Musicianship, Technique and MORE!

# The Teaching Inventory Database (TID)

“What” to Teach	“How” to Teach It <b>Possible DAILY HABITS</b>
<p data-bbox="363 408 452 441">Tone</p> <p data-bbox="253 525 529 565"><b>PRIORITY #1</b></p>	Proper embouchure information for each instrument
	Resonance and ring
	Support – air in motion
	Good equipment, including mouthpieces and reeds
	Listening library of characteristic tone qualities
	Air stream/air column tone troubleshooting
	Displaced reed exercises (for saxophone)
	Breathing exercises
	Provide names of great players on each instrument
	Appropriate mouthpiece buzzing and pitch centering
	Vibrato; vibrato exercises q=72

# Sweet T.A.R.T.S. of Playing (from Robert Herrings)

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- ★ **T**one
- ★ **A**rticulation
- ★ **R**hythm
- ★ **T**echnique
- ★ **S**yle

# TONE - priority

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- ★ Fundamental and characteristic tone quality
- ★ Reasonable tuning
- ★ Continuous development of tone
- ★ Expansion of range
- ★ Balance, blend, intonation

# ARTICULATION - priority

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- ★ Quality of articulation
- ★ Strength of articulation
- ★ Quality note starts and releases
- ★ Attention to improving articulation skills
- ★ Observance of articulation markings

# RHYTHM - priority

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- ★ Understanding of rhythm
- ★ Rhythmic independence & stability
- ★ Rhythmic milestones

# TECHNIQUE - priority

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- ★ Execution of technique
- ★ Expansion of technique
- ★ Note accuracy
- ★ Key signatures
- ★ Flexibility / Dexterity

# STYLE - priority

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- ★ Understanding and execution of style / dynamic markings
- ★ Music elements
  - Dynamics
  - Tempo
  - Phrasing

# Sweet T.A.R.T.S. of Playing = Priorities

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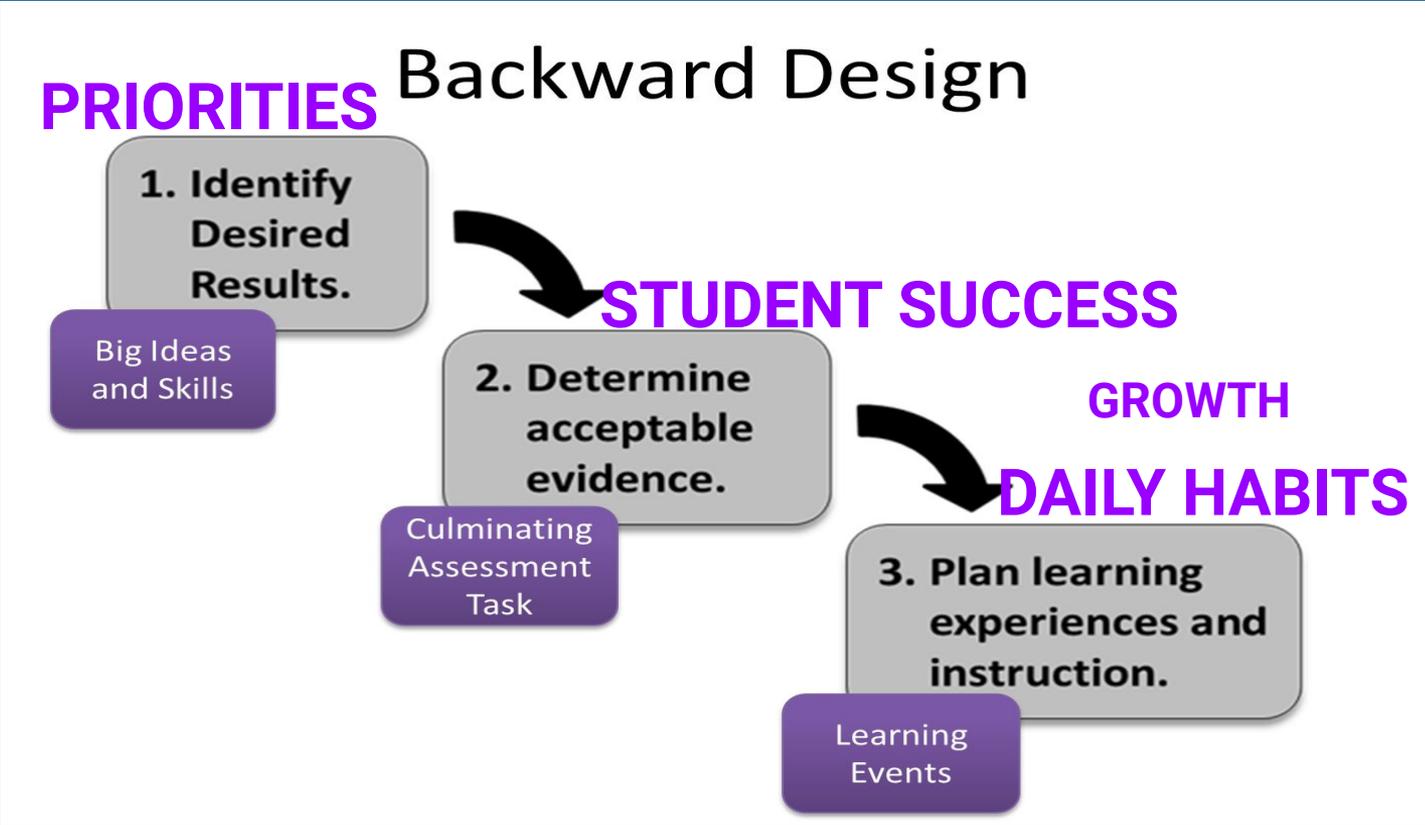
- ★ **Tone** (quality, range, tuning)
- ★ **Articulation** (quality, strength, starts/releases, markings)
- ★ **Rhythm** (steady beat, foot tap, counting, pulsing)
- ★ **Technique** (note accuracy, flexibility, dexterity)
- ★ **Style** (dynamics, phrasing, tempo)

# Sequencing TONE (priority)

Component of Playing	Level 1	Level 2	Level 3
<b>TONE</b>	<ul style="list-style-type: none"><li>★ Fundamental and characteristic tone quality</li><li>★ Reasonable tuning</li><li>★ Continuous development of tone</li><li>★ Expansion of range</li></ul>	<ul style="list-style-type: none"><li>★ Matching player to player</li><li>★ Matching across the ensemble</li><li>★ Balance/blend</li><li>★ Intonation</li></ul> <p>*Brass tones take longer to develop</p>	<ul style="list-style-type: none"><li>★ Fundamental and the model of all like instruments</li><li>★ Wider range</li></ul>

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# What about the Habits Book???

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- ★ CURRICULUM: standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills.
- ★ Habits Book = **PRIMARY** instructional resource and TOOL
- ★ Teacher = responsible for student growth and proficiency
- ★ The perfect method book can't exist... but the Habits Series gets the closest!
- ★ Teaching Priorities (TARTS) + Instructional Tools & Resources = Your Curriculum!

# Building Your Curriculum around the Habits Book

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- ★ Consider your full teaching setting (CONTEXT)
- ★ Rooted in the Components of Playing (CONTENT)
- ★ Build curriculum that will facilitate continuous growth
- ★ Centered around instrument specific challenges
- ★ Select and curate supplemental materials

# WHY use Supplemental Materials?

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- ★ For additional reinforcements/extensions (practice & achievement)
- ★ Fill in possible gaps in the sequence (instrument specific)
- ★ More opportunities for teaching and learning (especially if they don't practice :)
- ★ Keep things fresh and engaging for ALL...you might EMPOWER them to practice!

# Supplemental Materials I Use (Aligned to TARTS)

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- ★ Habits Book (tiered warm ups/supplemental page)
- ★ Habits Universal ([habitsuniversal.com](https://habitsuniversal.com))
- ★ Three and Five Note Songs
- ★ Teaching Rhythm Logically & Pacing for Success (Darcy Vogt Williams)
- ★ John McAllister Music ([johnmcallistermusic.com](https://johnmcallistermusic.com))
- ★ Standard of Excellence - Festival Solos (KJOS, Books 1,2,3)
- ★ Repertoire

**I have my  
instructional priorities...**

**Now what?**

# Time to Teach BAND!

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- ★ Create a Positive & Safe Learning Environment
- ★ High Expectations
- ★ Celebrate Success AND Failures
- ★ Be critical about your teaching capacity...we are learners too!
- ★ Be YOU!

# Example of Learning Cycle

## Flow of Learning

Determination of Proficiency

"Game"

**SUCCESS**

Development of Skills

"Scrimmage"

**GROWTH**

Delivery of Instruction

"Practice"

**DAILY HABITS**

# The First Days of Instruction (from HSBBM)

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- ★ Teach Routines & Processes, Procedures, Expectations
- ★ Rhythmic Literacy
- ★ Solfege
- ★ First Octave of note names on flashcards
- ★ Knowledge of Musical Alphabet
- ★ Instrument Care & Maintenance
- ★ Careful transition to Instrument (part to whole)

# The POWER of “The Steps”

Early on our steps toward playing are simply:

Count → Tah → Air Play → Play

Eventually we will build toward the complete process:

Count → Tah → Air Play → Note Name → Position → Finger/Slide → Play



Pacing for Success: Beginner Band \* Darcy Vogt Williams

# Daily Habits = TEACHING aligned to instructional priorities

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The Steps	Component of Playing
Count	Rhythm
Ta (tee, tu, toh)	Articulation, Rhythm, Style
Air Play (variations)	Tone, Articulation, Rhythm, Style
Note Name	Rhythm, Technique
Finger/Slide	Technique
Play	Tone, Articulation, Rhythm, Technique, Style

# TONE - daily habits

## **Developing the correct embouchure:**

You can talk about embouchure to the entire class, but “application” needs to be individual until good habits are formed. Be relentless!

## **Demonstrate fundamental sounds:**

While we can explain to students what we want to hear in their tone, having an example of fundamental tone quality is essential. If you are not proficient in producing a fundamental sound, use recordings.

## **Air:**

Establish a breathing “philosophy” and make sure all classes adhere to the exercises and procedures that you use in this area. Again, be relentless!

## **Technology:**

Using a personal tuner is a great assistance. However, the embouchure needs to be set and secure before attaching a tuner. Use the tuner as a TOOL, not a crutch.

# ARTICULATION - daily habits

## Tonguing:

- ★ Ensuring that all students articulate correctly requires individual attention, no matter class size or ability level.
- ★ Address articulation every single day.
- ★ Since you cannot SEE what they are doing, you must teach, reteach, and reteach again.
- ★ Define note starts and releases.
- ★ Listen critically and address concerns as they arise.

## Varying Articulation:

- ★ Challenge your student's growth with varied articulation patterns.
- ★ All tongued, all slurred, slur two/tongue two, etc.
- ★ Do they understand articulation markings?

# RHYTHM - daily habits

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- ★ Teach the basics of rhythm
- ★ Students should understand more complex rhythms than they can play.
- ★ Challenge their rhythmic reading.
- ★ Use of the metronome to help develop internal pulse.
- ★ Use the metronome as a TOOL, not a crutch.
- ★ Organize rhythmic milestones for your students.

# TECHNIQUE - daily habits

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- ★ Build technique through scales, scale patterns, technique drills, etudes, and chamber music.
- ★ Make building technique fun!
- ★ Create games and a “wall of winners.”
- ★ Set scale “goals” for the year.
- ★ Make sure that students understand how time signatures work and have a good understanding of the meaning of the top and bottom number.
- ★ Teach students all fingerings on their instruments:
  - How to utilize fingering charts.
  - How and when to use alternate fingerings.

# STYLE - daily habits

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- ★ Students should be able to play notes that touch and those that do not:
  - No matter the note length, all notes should have tone!
- ★ Teach them to play a range of dynamics.
  - Students should play with a full sound in their normal playing.
  - Do not allow the tone to change at any dynamic level.
  - Teach enough to enhance the music, but not so much as to distort the tone.
- ★ Teach students how to understand and demonstrate phrasing or musical lines.
- ★ Vary the tempo, starting slowly and increase as students are able to execute.

# A Typical Day of Class

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- ★ Rhythm (Review and/or New)
- ★ Warm Up, FUNdamentals, Supplementals
- ★ Review in Habits Book (teacher tips)
- ★ NEW material in Habits Book (teacher tips)
- ★ Literature and/or Pass-Offs

# As you move along in the Habits Book...

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- ★ Components of Playing remain your COMPASS
- ★ Habits Book is your main resource (teacher tips/habits universal)
- ★ Supplemental Materials are carefully used (for practice/gaps)
- ★ Sequenced Teaching, Layered Learning, The Steps - have a system!
- ★ Constantly Providing Feedback in TARTS / Modify / Adjust

# Effective Ways I Have Used Habits Book

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- ★ It's OK to SKIP lines & revisit concepts
- ★ Supplemental Page Warm-Up Drills (Lines #1-4) after #34
- ★ Clarinet Page for ALL after #27 (winds/perc backside first)
- ★ Basic Daily Warm-Up after #55 (chorale is #82)
- ★ Supplemental Page Warm-Up Drills (Lines #5-10) after #79
- ★ Intermediate & Advanced Warm-Up gradually when ready

# Beginner Band Belt Mastery System

- ★ Summative Assessments
  - Measured by Sweet T.A.R.T.S.
- ★ Extrinsic Motivation
- ★ Growth → Success
- ★ Self-Paced
- ★ EMPOWERING!!!

	#17 - Concert Bb Pentascale
	#26 - Jubilee
	#33 - The Good King
	#47 - Fun with Thirds
	#53 - Down to the Bottom
	#60 - Oopsy Lou
	#67 - The Banks O' Doon
	#71 - Sarah's Waltz
	#76 - Caroline's Song
	#80 - Concert Eb Pentascale
	#86 - Concert Bb Scale
	#93 - Ghosts in the Attic

# HSBBM Beginning Band Karate Belt Mastery System

2024-2025 School Year

Belt	Pass-Off Assignment	Tempo	Attempt Dates	Director's Initials
WHITE	#17 - Concert Bb Pentascale	♩ = 84		
YELLOW	#26 - Jubilee	♩ = 72		
ORANGE	#33 - The Good King	♩ = 96		
GREEN	#47 - Fun with Thirds	♩ = 80		
BLUE	#53 - Down to the Bottom	♩ = 80		
PURPLE	#60 - Oopsy Lou	♩ = 80		
RED	#67 - The Banks O' Doon	♩ = 88		
BROWN	#71 - Sarah's Waltz	♩ = 76		
LIME GREEN	#76 - Caroline's Song	♩ = 88		
HOT PINK	#80 - Concert Eb Pentascale	♩ = 100		
BABY BLUE	#86 - Concert Bb Scale	♩ = 96		
BLACK	#93 - Ghost in the Attic	♩ = 84		

Pass = 90 or higher

## WHITE BELT / #17 - Concert Bb Pentascale

Total: \_\_\_/100

- ★ Tone (quality, range, tuning) \_\_\_\_\_/40
- ★ Articulation (quality, strength, starts/releases, markings) \_\_\_\_\_/20
- ★ Rhythm (steady beat, foot tap, counting, pulsing) \_\_\_\_\_/20
- ★ Technique (note accuracy, flexibility, dexterity) \_\_\_\_\_/20
- ★ Style (dynamics, phrasing, tempo) \_\_\_\_\_/20

N/A

## YELLOW BELT / #26 - Jubilee

Total: \_\_\_/100

- ★ Tone (quality, range, tuning) \_\_\_\_\_/40
- ★ Articulation (quality, strength, starts/releases, markings) \_\_\_\_\_/20
- ★ Rhythm (steady beat, foot tap, counting, pulsing) \_\_\_\_\_/20
- ★ Technique (note accuracy, flexibility, dexterity) \_\_\_\_\_/20
- ★ Style (dynamics, phrasing, tempo) \_\_\_\_\_/20

N/A

## ORANGE BELT / #33 - The Good King

Total: \_\_\_/100

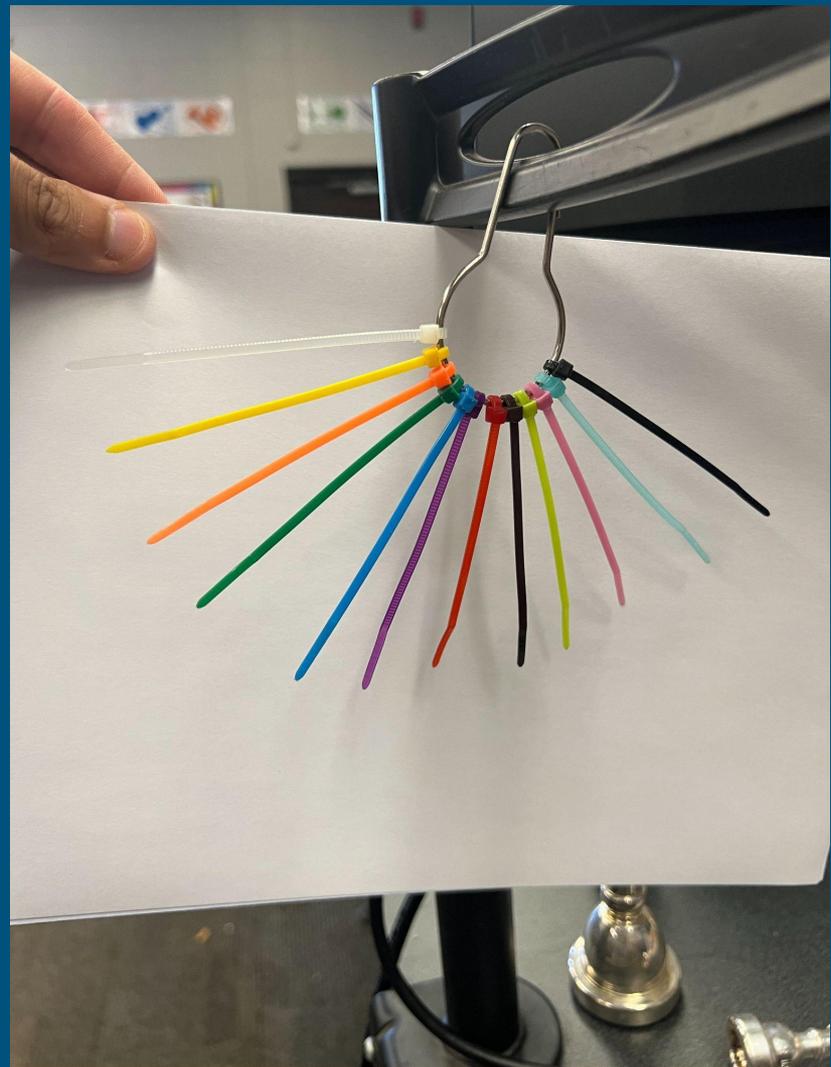
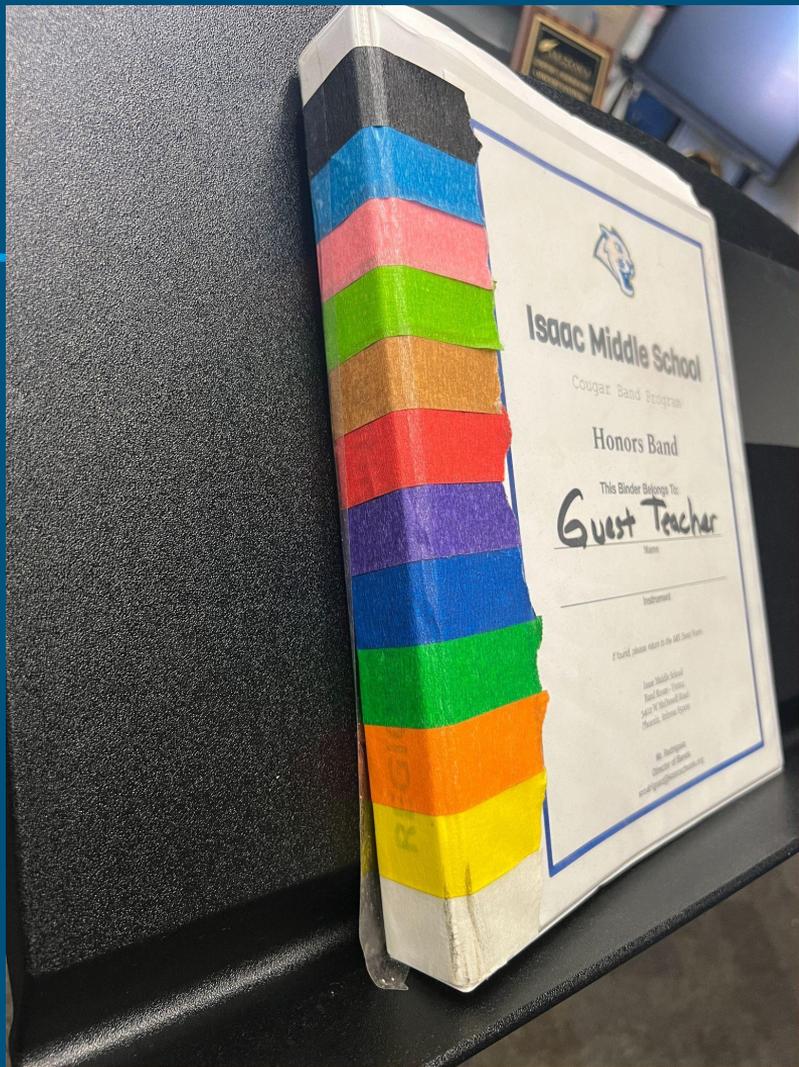
- ★ Tone (quality, range, tuning) \_\_\_\_\_/40
- ★ Articulation (quality, strength, starts/releases, markings) \_\_\_\_\_/20
- ★ Rhythm (steady beat, foot tap, counting, pulsing) \_\_\_\_\_/20
- ★ Technique (note accuracy, flexibility, dexterity) \_\_\_\_\_/20
- ★ Style (dynamics, phrasing, tempo) \_\_\_\_\_/20

N/A

## GREEN BELT / #47 - Concert Bb Pentascale

Total: \_\_\_/100

- ★ Tone (quality, range, tuning) \_\_\_\_\_/30
- ★ Articulation (quality, strength, starts/releases, markings) \_\_\_\_\_/20
- ★ Rhythm (steady beat, foot tap, counting, pulsing) \_\_\_\_\_/20
- ★ Technique (note accuracy, flexibility, dexterity) \_\_\_\_\_/20
- ★ Style (dynamics, phrasing, tempo) \_\_\_\_\_/10



# Have a level of detail in EVERYTHING you do.

## Modify & Adjust

- ★ Each Year is Different
- ★ Classes switch strengths every year
- ★ Don't wait to adjust:
  - Goals
  - Pacing
  - Student Achievement
  - Meeting your students at their ability levels

## Don't give up on the "bottom" kids

- ★ Your class means something to them
- ★ Those are the ones you hear from
- ★ Other teachers usually give up on them

## Literature

- ★ Program SMART
- ★ Grow what is weak
- ★ Feature what is strong
- ★ Program with the kids in mind, NOT your ego
- ★ Education vs. Entertainment

# Final Thoughts

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- ★ Teaching Priorities (TARTS) + Instructional Tools & Resources = Your Curriculum!
- ★ Daily Habits → Student Growth → Student Success
- ★ What they can and cannot do is a reflection of your teaching
- ★ Teaching behind the Teacher behind the Exercise!
- ★ At the end of the day ... It's just BAND! :-)

# Growth is Essential. Learning is Lifelong.

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- ★ Don't be afraid to ask for help, find mentors!
- ★ Sit back and listen when others are speaking
- ★ Be a fly on the wall of any great teacher
- ★ Attend professional development opportunities (like this! :)
- ★ Listen to GREAT podcasts & Read GREAT Books
- ★ Watch and learn from clinicians you bring in, at honor bands or camps

# Thank you for coming!

Never doubt that band will change the lives of  
your students for the better!

Questions? Send me an email!  
[srodriguez@isaacschools.org](mailto:srodriguez@isaacschools.org)