2018 North Dakota State University
Summer Symposium in Music Education

Effective Teaching: Instrumental, Choral and Elementary

Monday, July 23
8:30 - 10:00 am  Plenary Session I with Sam Pilafian
Minard 116
Investing in Fundamentals:
Activity-Based Training for a Stronger Ensemble Foundation

10:15 am – Noon  Plenary Session II with Sam Pilafian
Minard 116
Investing in Fundamentals:
Principles of Ownership for Ensemble Students

1:30 - 3:00 pm  Choose one of the three simultaneous sessions:

**Instrumental Focus**
Room 111/118
Matt Patnode

**Choral Focus**
Room 113/122
Michael Weber

**Elementary Focus**
Room 117
Nyssa Brown

*Ear Training for Your Students; Put the Music Stands Away and Listen!*

**Productions**
1) Philosophy
2) Developing
3) Types
Madrigal Dinners, Concert Versions, Musicals, Operas
4) Checklists
5) Communication/Best Practices

**National Standards**
1) Developing a Vision and Transfer Goals for a PK-12 Music Program
2) The Development and Role of Enduring Understandings and Essential Questions in the Music Classroom
3) Power Standards and Unpacking Standards
3:15 - 5:00 pm  
Choose one of the three simultaneous sessions:

**Instrumental Focus**  
Room 111/118  
Sam Pilafian  
*Investing in Fundamentals: The Breathing Gym*

**Choral Focus**  
Room 113/122  
Jo Ann Miller  
*Conducting Tune-Up*

**Elementary Focus**  
Room 117  
Nyssa Brown  
*National Standards*

4) Cornerstone Assessment  
- Formative, Summative and Reporting

5) Developing Units of Study that Work for Music Learning: Documenting Curriculum for Music Learning and Teaching

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**Tuesday, July 24**

**8:30 - 10:00 am**  
Choose one of the three simultaneous sessions:

**Instrumental Focus**  
Room 111/118  
Sam Pilafian  
*Investing in Fundamentals: Recruiting, Training and Retaining Low Brass Players*

**Choral Focus**  
Room 113/122  
Mariane Lemieux  
*Developing the Soprano Voice*

**Elementary Focus**  
Room 120  
Kate Webster  
*Let's Play!*

Children learn best by doing what comes naturally to them...playing. In this active workshop, participants will explore the art of playing through imitation, exploration, and creation. Participants will experience the joy of active music making through the media of singing, saying, dancing, and playing.  
*This will be an active music and movement-making workshop. Please dress comfortably.*

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**10:15 am – Noon**  
Choose one of the three simultaneous sessions:

**Instrumental Focus**  
Room 111/118  
Kyle Vanderburg  
*PAGE NOT FOUND: Strategies for Maintaining a Digital Presence*

**Choral Focus**  
Room 113/122  
Michael Weber and Charlette Moe  
*Tried and True and New-Reading Session*

**Elementary Focus**  
Room 120  
Kate Webster  
*Let's Move! Building Community in Your Classroom*

This workshop will explore teaching processes that incorporate movement using creativity as our guide. The day will flow featuring both primary and intermediate pieces and analyze different approaches to folk dance using the lens of process. Participants will experience ways to facilitate music in in their classroom and foster community with students.  
*This will be an active music and movement-making workshop. Please dress comfortably.*
1:30 - 3:00 pm  Plenary Session I with Andrea Strauss  Minard 116

**Fueling Creativity: Reaching All Learners Through Intrinsic Motivation and Interdisciplinary Approaches**

Cultivating an environment of possibility, encouraging curiosity, and championing individuality will promote students to succeed and find their passion in the music classroom. If a teacher can light a spark of curiosity in a child, achievement will be set ablaze. Lighting a fire in students through intrinsic motivation will fuel their creativity. Many times, teachers use the “Jolly Rancher” reward system to motivate students expecting to gain the benefit of increasing their self-motivation and behavior, yet the result is only temporary compliance and extinguishes intrinsic motivation. This session will address why a reward system doesn’t work and how to increase intrinsic motivation by employing interdisciplinary approaches into the music curriculum.

3:15 – 5:00 pm  Plenary Session II with Andrea Strauss  Minard 116

**Be the Best Version of You Without Driving Yourself and Everyone Crazy!**

What obstacles stand in your path preventing you from being the best music educator you can be? The path to optimizing your classroom begins with realizing your strengths and weaknesses and rediscovering ways to self-motivate. Attendees will discover their personality types to help navigate their way to success. This session will identify ways to organize each day, maximize precious time, address classroom management, and focus on what is important with the intention of enjoying the process and the results to a happier classroom environment. Great motivators see change as a creative opportunity. Motivating students in the classroom is essential to cultivating a positive learning environment. This session will identify ways to motivate others in order to produce insane results without driving everyone crazy.

**Wednesday, July 25**

8:30 - 10:00 am  Plenary Session III with Andrea Strauss  Minard 116

**Be Your Vision of the Artistic Educator**

Unlike many other professions, music educators and their students are often in the spotlight. Public relations and music education work hand in hand and a large part of our job is dealing with parents, administrators, and the community. Public perception affects our job performance. This session will address performance and stage etiquette and provide a list of the most common mistakes people make in public and how to avoid them while uncovering traits that great speakers and leaders have with the aim of creating habits to achieve them. Our students, parents, colleagues, administrators and community need to view us as performing artists in addition to being wonderful teachers. We are inspired by great musical performance and accomplishment. This comes from within and can be attained by getting back to our musical roots; first and foremost, we are musicians. Inspiring your students in the classroom comes first by inspiring yourself.

10:15 am - Noon  Plenary Session IV with Andrea Strauss  Minard 116

**Conducting Music is Good for Your Health**

Conducting is a part of “who we are” as music educators. Whether we teach elementary music or college music majors, communicating music through nonverbal gestures of behavior are employed to teach students. Research shows that any gesture loses effectiveness over time. Yet music educators tend to engage the same gestures that are physically comfortable rather than match the sound of the music to the gesture. This session will bring innovative approaches to conducting by applying Tai Chi, Yoga, and body movement that will enhance the creative response to music making.

1:30 - 3:00 pm  Choose one of the three simultaneous sessions:

**Instrumental Focus**  Room 111/18
Andrea Strauss

What are We Feeding Our Students?
Consuming Quality Repertoire for Acquiring Musical Taste

The music that we select is our curriculum. It forms the foundation for our musical consumption and influences what we teach.

**Choral Focus**  Room 113/122
Jo Ann Miller

Building Relevance into Every Rehearsal

**Elementary Focus**  Room 117
Chase Burkhart

Guitar Methods and Techniques for the Classroom
regarding music history, theory, and musicianship. Our choice of repertoire influences how our students view music and what they consider to be quality repertoire and is a key factor in developing an acquired musical taste. There are masterworks, masterpieces, and warhorses in our repertoire, yet research has shown that there are music educators who consistently program substandard works for their ensembles. This session will provide music educators with practical tools and strategies to select and evaluate quality repertoire and identify masterworks, masterpieces, and warhorses.

**3:15 – 5:00 pm** Choose one of the two simultaneous sessions:

**Instrumental Focus**
Room 111/118

Andrea Strauss

*Best Teaching Strategies for Superior Results*

Dedicated to the art of music-making, instrumental music educators are all striving to produce the best musical performance possible. We are challenged to utilize the best teaching strategies in order to achieve superior results. This session will provide research-based strategies that investigate communication from the podium to improved student learning, how to isolate and problem-solve, implement a warm-up with purpose, teach the art of pitch matching, and address intonation and balance as key components for achieving musical excellence.

**Choral Focus and Elementary Focus**
Room 113/122

Andrew Beard

*Pedagogy in the 21st-Century Vocal-Music Classroom which Addresses Diversity*

**Thursday, July 26**

**8:30 - 10:00 am** Choose one of the two simultaneous sessions:

**Instrumental Focus**
Room 111/118

Cassie Keogh

*Creating Clever Clarinetists*

In this hands-on session, we will experience some of the basic principles of Dalcroze Eurhythmics and consider how they might be incorporated in the general music and choral settings.

**Choral Focus and Elementary Focus**
Room 113/122

Carlos Abril

*Body and Mind: Movement as a Means to Music Learning*
10:15 am – Noon  Choose one of the two simultaneous sessions:

**Instrumental Focus**
Room 111/118

**Choral Focus and Elementary Focus**
Room 113/122

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**Practical Applications of Research**

- Sean Fitzsimmons: A New Method of Teaching Compound Meter to Band Students
- Don Pochmara: Developing Musicianship in Beginning level Instrumentalists with Structured Exercises in Sight-Reading and Sight-Singing
- Sebastian Tackling: Developing an African Drumming Class in a High School Setting
- Keith Eider: Teaching Beat Elimination Through Gamification

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Carlos Abril

*From Free Improv to Composition*

In this session we will explore some meaningful ways to incorporate improvisation and composition in the choral and general music classrooms.

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1:30 - 3:00 pm  Plenary Session I with Carlos Abril

**Music Teacher as Agent and Advocate**

Arts advocacy is part and parcel to the work of artists, arts leaders, and arts educators. How can we become more thoughtful, efficient, and effective agents and advocates for the arts in education?

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3:15 – 5:00 pm  Plenary Session II with Carlos Abril

**Music: A Unique Way of Making Meaning**

What can music do that no other art or domain of knowledge can? How might we harness that power to bring meaning to our students’ lives and to our school communities?

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Friday, July 29

8:30 - 10:00 am  Plenary Session III with Carlos Abril

**The Music Classroom as the “Third Teacher”**

The physical spaces where we teach and student learn are inextricably linked to pedagogy. How might we be more imaginative about the way we design our classroom such that it can serve as the “third teacher”—facilitating creativity, learning, well being, and musical imagination?

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10:15 am – Noon  Plenary Session IV with Carlos Abril

**What Does It Mean to “Learn” the National Anthem?**

This session will examine the history and social function of “The Star-Spangled Banner” as a springboard to consider why and how we might teach this important and controversial song as part of the music curriculum. This discussion about the national anthem will serve a case in point for what it means to teach and learn in a democratic society.

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Noon – 5:30 PM  Research, Library and Collaboration