



YAMAHA

Educator Series

WIND INSTRUMENTS



Mindy Scheierman

Mindy Scheierman, a Yamaha Regional Artist/Clinician, is Director of Bands at Millburn (NJ) High School and teaches at William Paterson University. She has written for Tempo Magazine, the official publication for the New Jersey Music Educators Association, and has served on the New Jersey state and regional Boards of Directors. She has commissioned and conducted works for Wind Ensemble by Dana Wilson, Bruce Yurko, and Augusta Read Thomas. She is a freelance flutist and plays a Yamaha YFL-581H.

What Should a Student Teacher Learn?

By Mindy Scheierman

The student teaching experience in music is a culmination of the entire undergraduate educational process. It is the time when the evolving teacher turns the conceptual into the practical. In an effort to help young teachers, I have devised a worksheet to aid them as they transition from student to full-time professional. I believe that it is a privilege when a university selects me to mentor a student teacher. When I accept that responsibility, I must provide the students with as much information as possible and get them adequately prepared before they become first year teachers. This project should be used as a working document that will evolve as the young teacher develops into an experienced professional.

Student Teaching Research Project

1. List important wind groups who have influenced you as a musician. Include name of ensemble, conductor, recording label, and background information.
2. Devise a listening list of standard band pieces to date. Site specific recordings where possible.
3. Putting together a competitive marching band show takes a staff of specialists. The band director takes on the role of "producer." List the other major components required to complete this task to have a show come to fruition.
4. Prepare two wind band pieces and be able to conduct them with a recording. One selection must be by a living composer. Choose one piece to rehearse and conduct in concert.
5. The following information should serve as a directory of sources for you when you become a teacher. List at least three sources (books, catalogues, web sites, retailers) under each category to facilitate your ability to assist your students.
 - Important texts regarding past and current performance practice for wind bands
 - Information on music conventions
 - Chamber Music (brass, woodwinds, percussion)
 - Percussion repairs
 - Fund raising companies
 - Color guard equipment
 - Regional and All-State Band activities
 - Professional affiliations
 - Competitive junior and senior drum corps
 - Wind Band recordings for all levels



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- 6. List three important method books for each band instrument.
- 7. Name three major state manuals where you can find contest and festival literature. These manuals contain graded literature ranging from solos to chamber music to full band and are updated regularly by the state.
- 8. Band fund raising is usually a part of every band director's job. Describe a fund raising campaign from beginning to end.
- 9. Write a sample press release for an upcoming band concert.
- 10. Explain the role of a band parent/music booster organization.
- 11. Construct a detailed lesson plan for the following classes. You must have an objective, procedure (rehearsal technique), and student outcomes.
 - High School Concert Band rehearsal
 - Fifth grade trumpet lesson
 - Middle School Percussion Ensemble rehearsal
 - Marching Band field rehearsal

- 12. Review wind band scores in your school's music library. Fill out one sheet for each score you study. Practice conducting the score with a recording.

WIND BAND SCORE ANALYSIS SHEET

TITLE:

COMPOSER:

PUBLISHER:

DATE COMPOSED:

RECORDINGS:

MOVEMENTS:

FORM:

LENGTH (in minutes):

ADDITIONAL LITERATURE:

HISTORICAL PERIOD:

NOTES AND SPECIAL INSTRUMENTATION:

