

College Band Directors National Association – National Conference

Ann Arbor, Michigan - March 28, 2007, 3:30 p.m.

Music Teacher Education Curricular Structure: Specific Challenges Associated with the Teaching of Instrumental Conducting

Linda A. Hartley, University of Dayton, Panelist

The Beginning Conductor

I. Some considerations:

A. Most 1st year band directors will be conducting middle school and possibly inexperienced high school bands (such as 2nd or 3rd band).

B. The majority of time on the podium will be spent with delivering pedagogical skills (such as playing fundamentals – embouchure formation, posture, breath support, hand/finger position)

II. What do undergraduates need for confidence and success in conducting skills?

A. How to prepare a score to rehearse/conduct

- 1) Techniques to prepare
- 2) How to practice conducting

B. How to start and stop an ensemble

- 1) Preparatory beat(s)
- 2) Releases

C. How to make tempo transitions

- 1) Usually they ignore these changes
- 2) Fermatas are awkward

D. Left hand independency (higher level skill)

- 1) Mirroring vs. expression
- 2) Hindering progress vs. aiding progress

E. Multi-tasking skills – all of the above, plus:

Aural skills, theory, classroom management, assessment

III. Suggestions for preparation in conducting courses and elsewhere:

A. Utilize compositions at difficulty levels of their potential first jobs (grade 2-3 literature)

B. On-site conducting experiences before student teaching:

- 1) New Horizons Band programs
- 2) Lab bands
- 3) College/university ensembles

C. Off-site conducting experiences before student teaching:

- 1) Local schools (public/private)
- 2) Community ensembles

IV. Work with music education faculty

A. Consider team approach for conducting

B. Participate in lab experiences

C. Observe student teachers to gain insight as to results of training