

SELECTION OF LITERATURE... DILEMMA OR OPPORTUNITY?

KENNETH EDWARD WILLIAMS
DUVAL COUNTY PUBLIC SCHOOLS
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*How to better select literature to fill the skill and cognitive development needs of students
while creating interesting programs and assuring "goodness of fit" to match
the musical and skill abilities of the ensemble*

Define your role: *What hat are you wearing?*

- Curricular Choice (Teaching materials)
- Concept & Skill Demonstration (MPA)
- Concert Programming

Curricular: Teaching / Learning Opportunity

- Define the specific concept or skill
- Identify the composition, which will facilitate the teaching of the specific concept or skill in an efficient manner

Concept & Skill Demonstration

- Define the purpose
- Identify the composition, which will most accurately demonstrate the mastery of acquired skills and concepts
 - Goodness-of-fit
 - Technical demands / abilities
 - Musical demands / abilities

Performance Programming

- Define the purpose
 - Demonstration vs Entertainment
 - Venue
 - Audience
- Create balanced structure
 - Build the menu
 - Appetizer
 - Soup
 - Salad
 - 1st Course (fish)
 - 2nd Course (Meat)
 - Dessert
- Healthy bodies need balanced nutrition – Healthy musicians need balanced repertoire
- Audiences should leave wanting more
 - Length of performance
 - Variety
 - Something new
 - Something familiar
 - Something they can take with them
- Feed your student's aesthetic appetites with nutritious music

Goodness-of-Fit

- Define
 - the musical demands of the composition
 - the musical abilities of the ensemble (and individual players)
 - the technical demands of the composition
 - the technical abilities of the ensemble (and individual players)
- There should be a match – A 'Goodness-of-Fit'

Selection of Literature

You cannot choose what you do not know!

- Develop a repertoire of compositions
 - Knowledge of:
 - Technical & musical demands
 - Teaching / Learning opportunities
- Set a schedule for score study
- Identify works for study:
 - Compositions with Goodness-of-fit for YOUR ensemble
 - Compositions for your growth and maturation
- Where to start?
 - *Music for Concert Band*
 - A Selective Annotated Guide to Band Literature
 - Joseph Kreines
 - *Best Music for High School Bands*
 - A Selective Repertoire Guide for High School Bands and Wind Ensembles
 - Dvorak, Grechesky, Ciepluch, ed. Margolis
 - *Teaching Music through Performance in Band*
 - Blocher, Corporon, Cramer, Lautzenheiser, Lisk, Miles, Stamp
- Determine the demands of the composition
 - Repertoire Analysis Rubric
 - Range
 - Tonality
 - Meter
 - Rhythms
 - Dynamics
 - Articulations
 - Tempi
 - Musical style
 - Melodic / Harmonic
 - Instrumentation
 - Endurance
 - Symbols / Special effects
 - Percussion
 - General problems
 - Teaching / Learning opportunities
- Does the composition make greater demands than your students can successfully execute?
- To STRETCH, or NOT to STRETCH?

Ensure that YOU have chosen thoughtfully and carefully for your students... They deserve the best!

Selection of Literature: This is the most critically important responsibility that we have as teachers.