

Recruitment and Retention Ideas/Strategies 2021-22 School Year

Keep in Mind:

“Change the ‘How’ Not the ‘What’” (Bob Morrison)
Being flexible will keep us from getting bent out of shape!

Some Strategies

Challenge your current students to become actively involved in the process

- Have them make promo videos about their instrument
- EX: (“All Day Long” Student Video on Euphonium): <https://youtu.be/SJM-u6IABGQ>
- Concentrate on sharing the family aspect of being in the program
 - EX: Carmel HS Bands: Family https://youtu.be/osg_UbowIhw
 - EX: Foothill HS Bands: There is a Place <https://youtu.be/MMdHJHX7Xa4>
- Announce and Spotlight the Newest Members on Social Media
 - Design personalized posters for each to post on social media
 - Standardize info to share
 - EX: Franklin (TN) HS Band Twitter Acct (Summer, 2020)



- EX: Signing Day (like college-bound athletes)
 - <https://youtu.be/J4bTw5uyiUY>
 - Get local news coverage of above—local news will be looking for the “good news” stories!
- Engage your community!
 - Participate in virtual community events
 - Provide virtual performances
 - Ensure that your students are seen AND heard as often as possible

- Have beginning students take part in the First Performance National Day of Celebration (FPNDOC) to acknowledge and recognize their achievements (virtual version of FPNDOC available at <https://bit.ly/VirtualFPNDOC>)
- Virtual FPNDOC trailer available at: https://bit.ly/Virtual_Trailer

Outreach

- Contact the elementary music teacher PERSONALLY and get recommendations for potential students and as much of their contact information as possible. (Always check with admin to ensure you are following student privacy policies).
 - Check out this video: 8 IDEAS ON HOW TO RECRUIT BEGINNERS INTO YOUR BEGINNING MUSIC PROGRAM from an elementary teacher perspective: <https://youtu.be/zeQPdNErYbc>
 - Have student leaders send personal notes to promising beginning students
 - Send letters to parents of incoming students with quotes from current band students—include *Why Learn to Play Music* brochure available from your preferred music dealer or NAMM at no charge in packets of 50. (Spanish and English versions) <http://bit.ly/35nUksf>
 - Arrange with the teachers of the elementary programs to meet with their classes via Google Meet or other platform to provide an engaging session on “exciting music opportunities at the middle school.” This would be a great time to share videos of current high school or middle school students having fun making music!
- The most important audience for HS Band Programs is the elementary school students
 - Elementary students are impressionable—anything that is large in scope is a BIG DEAL to these younger students.
 - Elementary students want to be like the “big kids.” They WILL remember how much fun high school band students were having when they saw them perform “back in elementary school.”
 - Check out this inspirational video from CBS: <https://bit.ly/UofMRecruit>
- Have your school send out robocalls recorded by student leaders and/or parent boosters to the homes of incoming students
- Contact your local music dealer to access professionally-made student-focused videos that focus on students demonstrating band and orchestral instruments. Place these on your school’s website to rev up excitement about becoming involved in an ensemble. Can you attach an interest/sign-up form to these videos?

EX: Yamaha’s *Welcome to Band!* Video on YouTube: <https://youtu.be/qU3QXHg9i40>

EX: Yamaha’s *Welcome to Orchestra!* Video on YouTube: <https://youtu.be/ahdy4NFT9Eg>

Consider Limiting the Variety of Instruments Offered

- Some directors have shared that they will start a more limited variety of instruments this year rather than the full complement as they have in the past then expand as appropriate as the year progresses. Many directors already use this approach. Is anyone thinking of switching to this model? Has anyone found success with this model?
 - Flute—Clarinet—Trumpet—Trombone—Baritone: Percussion later?
 - Other ideas?

If needed, here are some ideas for Instrument “Choosing” in place of Instrument “Testing”

For most instruments, hand size, arm length, lip size, and dental structure are the key factors involved in finding the right fit. Some of this might be able to get accomplished virtually.

- An online Google Hangout would be very helpful. The students can submit photos using common items as a size reference.
 - A photo of a child's hand with a quarter in their palm can help a teacher judge finger length and finger pad size.
 - Yard sticks are great for arm length.
- Smile and repose face photos are helpful for lips and teeth. Flute is always exceptionally difficult. Even when the embouchure looks "right", small variations can make it difficult for students to create a first sound.
- sing back pitches, identify high and low pitches
- imitate clapped rhythms
- match the teacher's modeling of brass mouthpiece
- buzz high and low pitches
- use a finger to demonstrate the clarinet or flute embouchure formation – including teeth placement, chin, etc. - proper tongue placement and other details of preparing to make an initial sound.
- Reminder that this is not a perfect science even in the best of settings so be flexible—students can be transitioned as needed. (example attached)

Complimentary recruitment/retention materials available to download

The **Music Achievement Council** (MAC) is an action-oriented nonprofit organization sponsored by the National Association of School Music Dealers (NASMD) and NAMM, the National Association of Music Merchants (NAMM) whose purpose is to enable more students to begin and stay in instrumental music programs, to share real-world, successful strategies developed by instrumental music teachers. The following complimentary recruitment and retention materials are available at musicachievementcouncil.org.

- *Post-Pandemic Planning Guide: Sign up at www.msfq.org/guide (More to Start, Fewer to Quit)*
- *First Performance National Day of Celebration--Honor Your Beginners in the 6th-7th Week of School*
- *A Practical Guide for Recruitment and Retention* (with modifiable recruitment forms)
- *Tips for Success*
- *Bridging the Gap Between Middle School & High School*

Five (5) S.M.A.R.T. Approaches to Retaining Beginners

SUCCESS: We all know the expression, “If you really want to learn something, teach it!” Ask each current student to teach their parent, other family member, or friend how to play their instrument and submit a video of them playing a tune out of the beginning method book. The student’s job is to serve as the teacher by introducing the family member and the selection being performed. At the end, the student (acting as teacher) should encourage rousing applause from within the family household. Students love this and parents enjoy providing this kind of support. Students are far less likely to quit if their parents become actively involved in the program.

MODELING: Young teens seek to maintain personal connections, friendships, or interactions with older peers who they often choose to imitate. Take advantage of this by asking a more advanced student/student leader to record a short videoclip explaining what they like best about the program. It should be something short and exciting like, “band is fun!” or “the music we play rocks!” or “all of my friends are in choir!” Assemble these into a single video to share with your beginners. Seek approval to distribute over social media and post on your school website. Another idea is to ask each of these more advanced students to create a cool poster of themselves that could be shared similarly with the goal of enticing the beginners to stay with the program. The key to remember is that these younger students want to find someone to emulate or “follow in the footsteps” of their chosen role model. A more experienced student can serve as the perfect example.

ACTIVITY: Now is the time for directors to send a letter or note to EVERY parent/guardian of each beginning student to let them know how much you enjoy having their child in the program. Find something the student does well, praise him, and let the parents know that you are looking forward to having them in the program next year. Avoid emails and form letters if at all possible. Nothing is more powerful than a hand-written note. It does not have to be more than three or four sentences. It will pay big rewards.

REFLECTION: Ask each current student to provide a photo along with a statement indicating what they like best about being in their chosen program. Create a PowerPoint and share the presentation with the entire class. You might also ask each student to share the most fun thing they did in class this year so far. The students will love seeing photos of each other as well as reading the various comments made by their friends. This will provide an opportunity to reflect upon the valuable experiences and close friendships that have resulted from participating in the ensemble.

TEAMWORK: Have current students form their own ensemble of 3 to 5 players and ask them to select a favorite piece of music to play as a group. It could be anything as simple as each student taking so many measures each or even getting more complex by assigning parts. Have them record their selection using an app like acapella or have them send their separate videos to you to assemble and play back for the class.

CARES Act Funding is Available to Schools/Districts: ESSERF I AND II

<https://www.yamahaeducatorsuite.com/cares-act-funding>

Contact your principal to ask about some of these funds might be used to assist you in accommodating the specific requirements this particular year. Ideas might include:

- Individual instruments for each student
- Individual mouthpieces for each student
- Rental program so that each student (beginners, at least) will have their own instrument
- Appropriate cleaning and sanitizing materials (See specifics on attached document)

The Proper Frame of Mind: Being of Service

What we have to offer as music educators will impact the entire climate of our school--not just what happens in the music room. Principals will certainly welcome ideas to help them rebuild the spirit of the school as this will be a considerable challenge. Can you offer to lead a team-building event (drum circle?) at the first faculty/staff meeting or plan a welcome back pep assembly for the students? Greet returning students with a “Welcome Back Boulevard” lined with your drummers playing spirited cadences at the front entrance to the school. They will appreciate the *raison d’etre*! Other ideas? Please share!

- **YOUR ENTHUSIASM MATTERS!** EX: Roma Band: <https://youtu.be/cDEMllr5SuU>
- **YOUR CREATIVITY MATTERS!** EX: <https://bit.ly/MrGordonBand>

Links provided on pp 7-8

Are you a high school band director? Challenge your students to create innovative teaching videos like these to share with younger students. Here’s the tutorial:

<https://youtu.be/YMLLTt36ejo>

Examples of Quality Virtual Concerts from 100% Virtual Programs—IT CAN BE DONE!

- Foothill High School Bands (NV) Virtual Winter Concert
<https://youtu.be/eULPwqhpObE>
- Green Valley High School (NV) Winter Choral Concert: *Connected Through Song*
<https://youtu.be/-jN53sHxVQ0>
- Eastland HS (TX) Band Concerts Recognize and Serve the Community
<https://youtu.be/gQ87wXUQ2YI>

Additional Resources

Arts are Education Campaign

<https://www.artsareeducation.org/home>

Collection of COVID-19 Reopening Resources from Music Education Professional Associations (HSBDNA, CBDNA, NFHS, NAMM Foundation, NAFME, ABA)

<https://www.musicedconsultants.net/recommendations.html>

NAfME Social Emotional Pamphlet

<https://nafme.org/wp-content/files/2020/05/Music-and-SEL-Pamphlet.pdf>

<https://bit.ly/3cnSTe5>

CARES Act: DOE State Allocations Table

<https://oese.ed.gov/files/2020/04/ESSER-Fund-State-Allocations-Table.pdf>
<https://bit.ly/36Sh2Z7>

NAMM Foundation, NAFME, NFHS Instrument Cleaning Guidelines and Information

<https://www.nfhs.org/articles/covid-19-instrument-cleaning-guidelines/>
<https://bit.ly/2U3Dj0E>

Arts Education is Essential Statement of Support

<https://bit.ly/3cPpGsG>

Teaching Resources

<https://www.yamahaeducatorsuite.com>

Recruitment and Retention: Be Part of the Music

<https://www.bepartofthemusic.org>

FEELING OVERWHELMED?

JUST CALL UPON MR. GORDON: *YOUR VIRTUAL GUEST INSTRUCTOR!*

Rich Gordon, Director of Bands, Sycamore Junior HS, Anaheim, CA

Gordon_4@auhsd.us

(714) 420-7157 (text)

YouTube—Rhythm Clapping with Mr. Gordon: <http://bit.ly/MrGordonBand>

WHY YOUTUBE VIDEOS?

To share appropriate instructional material virtually

To provide quality instruction at no charge

To allow for instant and equal access to instructional material

To provide fun, creative and relevant content to bolster interest in music-making

To provide an activity-based, engaging model of instruction

To ensure enjoyable, learning experiences

Whenever I get the sense that my students are not having fun with music, I rethink my strategy and remind myself why I became a music teacher in the first place.

ALL VIDEOS AVAILABLE ON MY YOUTUBE CHANNEL: <http://bit.ly/MrGordonBand>

EXAMPLES AND TUTORIAL:

a. 3-minute warm-up, level 5 – dotted and tied notes: <https://youtu.be/F7RJyXBUgGs>

b. Mandalorian video: <https://youtu.be/RYJDjvyiiSY>

c. Tutorial detailing how to make videos like these: <https://youtu.be/YMLLTt36ejo>

AVAILABLE VIDEOS:

Just below is a recommended order for viewing Mr. Gordon's Rhythm Clapping episodes. Once you get through the beginning episodes and the 3-minute warm-ups, the other episodes can be viewed in any order. Each episode features a different rhythm or concept, so selecting an episode will depend on what concept a teacher would like to introduce or reinforce.

Rhythm Clapping for Beginners (the basics): <https://youtu.be/K10WbOT91OM>

Staff, Clef, Time Signature, Quarter Notes, Quarter Rests, Half Notes, Half Rests, Whole Notes, Whole Rests

3 Minute Warm-Up Level 1: <https://youtu.be/aOuQ11ylf-Q>

Whole Notes, Whole Rests, Half Notes, Half Rests, Quarter Notes, Quarter Rests

3 Minute Warm-Up Level 2: <https://youtu.be/glgHq324i8E>

Eighth Notes, Eighth Rests, Repeat Signs

3 Minute Warm-Up Level 3: <https://youtu.be/wRBAyUp3V7c>

Dynamics

3 Minute Warm-Up Level 4: <https://youtu.be/1ilBWT9a-Oo>

Time Signatures



The Alliance of Independent Music Merchants



3 Minute Warm-Up Level 5: <https://youtu.be/F7RJyXBUggs>

Dotted Rhythms and Ties

3 Minute Warm-Up Level 6: https://youtu.be/3dkGqJV1_bQ

Tempo and Metronome Markings

The First Episode – (no theme): <https://youtu.be/CvhjVZpQwh8>

Quarter Notes, Quarter Rests, Eighth Notes, Eighth Rests, Dotted-Quarter Notes

Episode 2 – Star Wars: <https://youtu.be/wTlcai4IS70>

Dotted-Half Notes, Half Notes, Quarter Notes, Dotted-Eighth/Sixteenth Notes, Triplets

Super Mario and Zelda: <https://youtu.be/ARlpddz2skw>

Quarter Notes, Quarter Rests, Eighth Notes, Eighth Rests, Triplets, Sixteenth Notes, Dotted-Eighth Notes

Avengers: <https://youtu.be/bP08V0mSm80>

Eighth Notes, Eighth Rests, Sixteenth Notes

Harry Potter: <https://youtu.be/I7GNWmxkzyl> $\frac{3}{4}$ Time Signature, Dotted-Half Notes, Dotted-Quarter Notes, Eighth Notes**Spongebob and Pokemon:** <https://youtu.be/BrkCjRNA3fE>

Eighth Notes, Eighth Rests, Triplets

Jurassic Park: <https://youtu.be/BtRGk1FKams>

Dotted-Half Notes, Dotted-Quarter Notes, Eighth Notes, Ties

Funny Cats: <https://youtu.be/Q50AZ6vKpVo>

Half Notes, Quarter Notes, Eighth Notes, Dotted-Quarter Notes

Back to the Future: <https://youtu.be/Z7sSVDfbrig>

Eighth Notes, Eighth Rests, Sixteenth Notes, Quarter Note Triplets

Tony Hawk: <https://youtu.be/tsWejckfXPE>

Quarter Notes, Quarter Rests, Dotted-Quarter Notes, Eighth Notes, Eighth Rests, Ties

Dogs: <https://youtu.be/Zid2LwllhA>

Half Notes, Quarter Notes, Quarter Rests, Eighth Notes, Dotted Quarter Notes, Ties, Triplets

Among Us: <https://youtu.be/0Cw7BJNpKVw>

Not a rhythm clapping episode – a breakdown of the music from Among Us using band instruments

Mandalorian: <https://youtu.be/RYJDjvyiiSY>

Half Notes, Quarter Notes, Eighth Notes, Dotted Quarter Notes, Vivace Tempo

