



KUTZTOWN
UNIVERSITY

Music Ed Forum
May 5, 2022

Back to the Future:
A Return to the Why

Marcia Neel

Why?

School is. . .

Impressionistic

VS

Music is. . .

Expressionistic

*Music-making can help prepare
young people for their futures
AND their present!*

Creativity

Critical Thinking

Collaboration

Confidence

Communication



Therefore...

The Music Skills Practice Room is. . .

The Life Skills Practice Room

The Life Skills Practice Room

1. Creativity (Innovation). . .

Ability to create new and more worthwhile ideas and to work creatively with others.

Create something that we don't even know that we need!

The Life Skills Practice Room

Creative Thinkers



The Life Skills Practice Room

Creative Thinkers

Steve Wozniak



The Life Skills Practice Room

Creative Thinkers



The Life Skills Practice Room

Creative Thinkers

Martin Cooper



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2. Critical Thinking. . .

Ability to **reason**
effectively and
solve problems.



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Problem-Solving

EX: A student's solution to getting people to turn off their phones during a performance:

**IF YOUR ELECTRICAL DEVICE
(WATCH, PHONE, PAGER,
ETC.) ACTIVATES ANYTIME
DURING THE CONCERT, YOU
WILL BE REQUIRED TO GO ON
STAGE AND -**

PLAY THE BASSOON

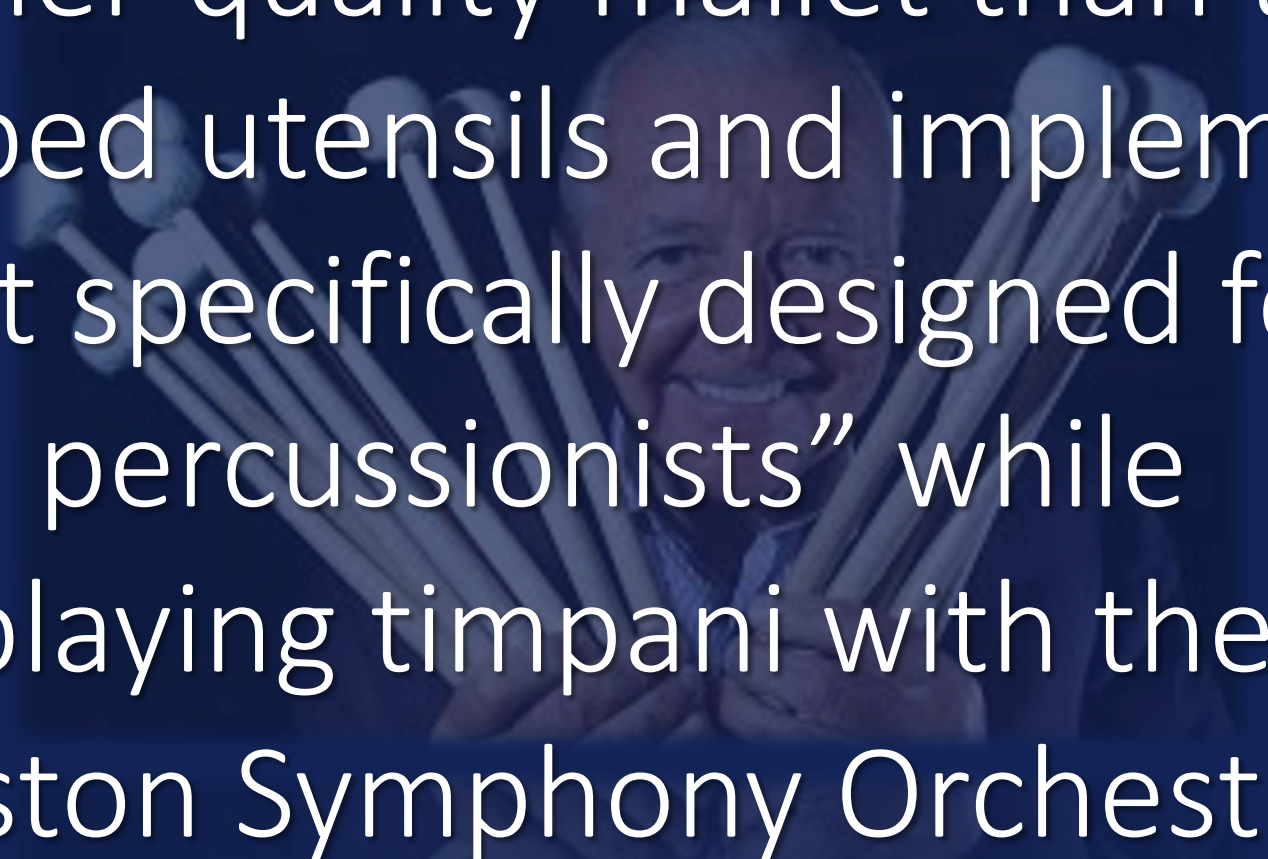
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Problem Solvers:



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Vic Firth was inspired to design a higher-quality mallet than the “warped utensils and implements not specifically designed for percussionists” while playing timpani with the Boston Symphony Orchestra.

A faint, semi-transparent background image of Vic Firth, a smiling man, holding a large number of mallets in front of him. The mallets are arranged in a fan-like pattern, with their heads pointing outwards and their handles converging towards his hands.

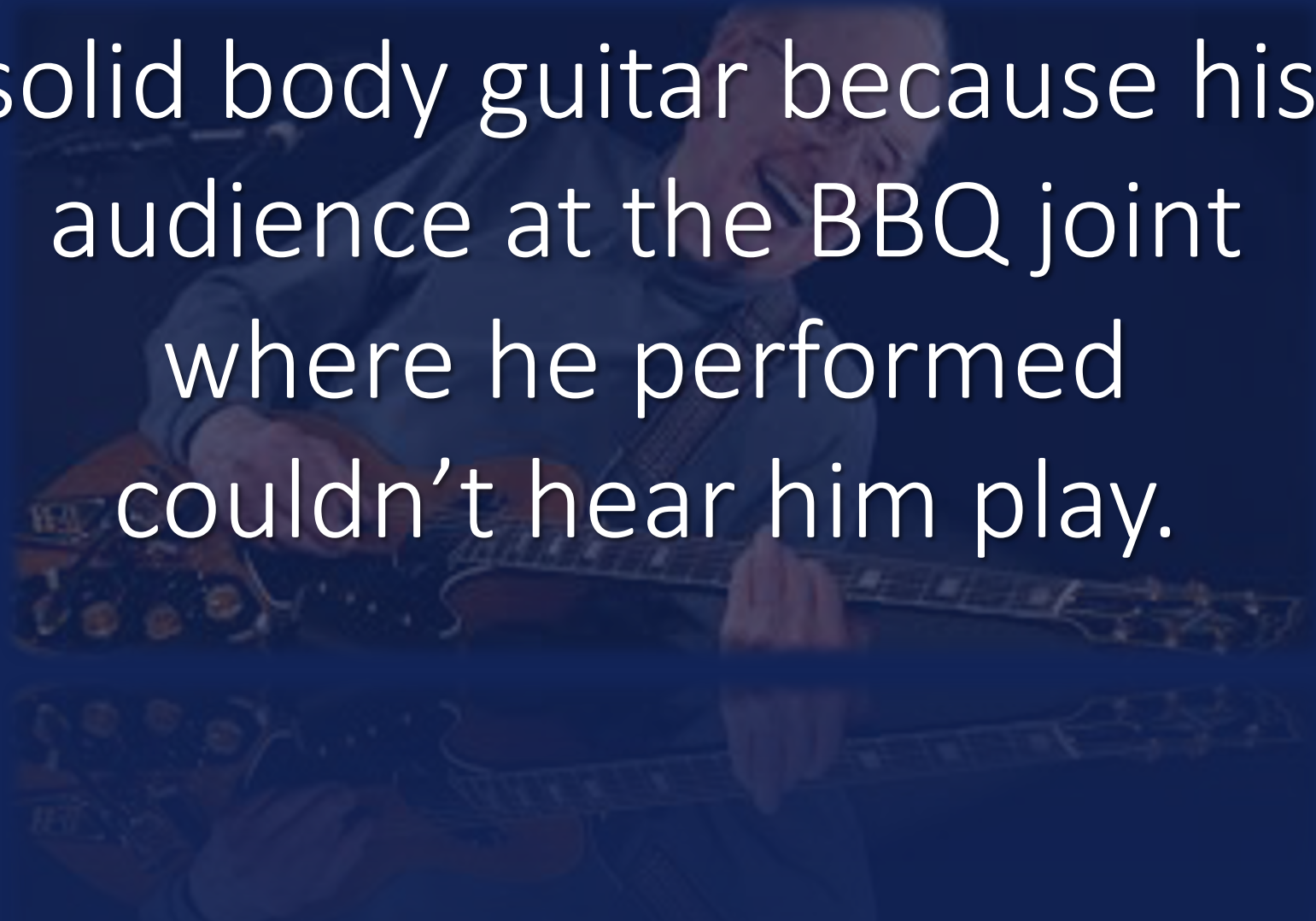
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Problem Solvers:



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Les Paul invented the solid body guitar because his audience at the BBQ joint where he performed couldn't hear him play.



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3. Collaboration (Teamwork)...

Ability to work effectively and respectfully with ALL

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Ohio State University Marching Band

Video: <https://youtu.be/SUe6Gf33WcQ>



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4. Confidence...

Ability to handle EVERY
CIRCUMSTANCE and grow from it.

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Video: <https://youtu.be/rVvaX6n3ClM>



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5. Communication. . .

Ability to listen
and express thoughts
effectively



Joan M. Mas 2/2007

Joan M. Mas 2/2007



Communication

Maestro Gustavo Dudamel

Video: https://youtu.be/bUJ0b_o8s-c





What We Also Know:

Music allows us to feel



What We Also Know:

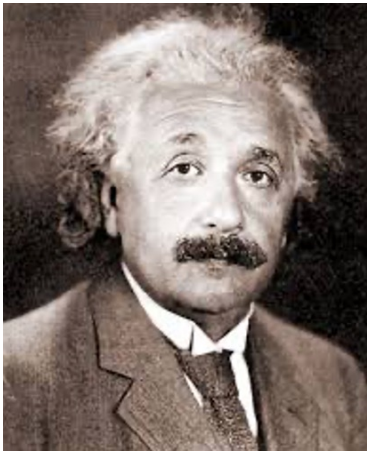
Music allows us to feel

*Music makes happier
children who learn to
care about others*

John Glenn, Trumpet



Albert Einstein, Violin



Johnny Carson, Percussion



What We Also Know:

Music allows us to feel

*Music makes happier
children who learn to
care about others*

*Happier children who
care about others grow
up to help create a
better world for all*

How?

Body Language: The ultimate truth about who you are and what you think.

The Bad News...



You Tell on Yourself!

Body Language: The ultimate truth
about who you are and what you think

The Good News. . .

Knowing about
Body Language Will
Help You
Understand
Your Students
Better



Body Language

The ultimate
truth about
who you are
and what you
think

Awareness Test
Will You Pass?



What am I
Thinking?





What am I
Thinking?



What am I
Thinking?



What am I
Thinking?



Notice a
Common
Element?



How am I
feeling?



How am I
feeling?



How am I feeling?

How am I
feeling?





What are the common facial elements?



How am I
making
you feel
right now?



How am I
making you
feel right
now?



How am I making you feel right now?



How am I
making you
feel right
now?



How am I making you feel right now?



How am I
making you
feel right
now?

Using Purposeful Body Language

Command authority in the classroom by:


- Speaking with purpose which helps to produce the desired result
- Using a loud, clear and enthusiastic voice to convey confidence



Result-driven Communication

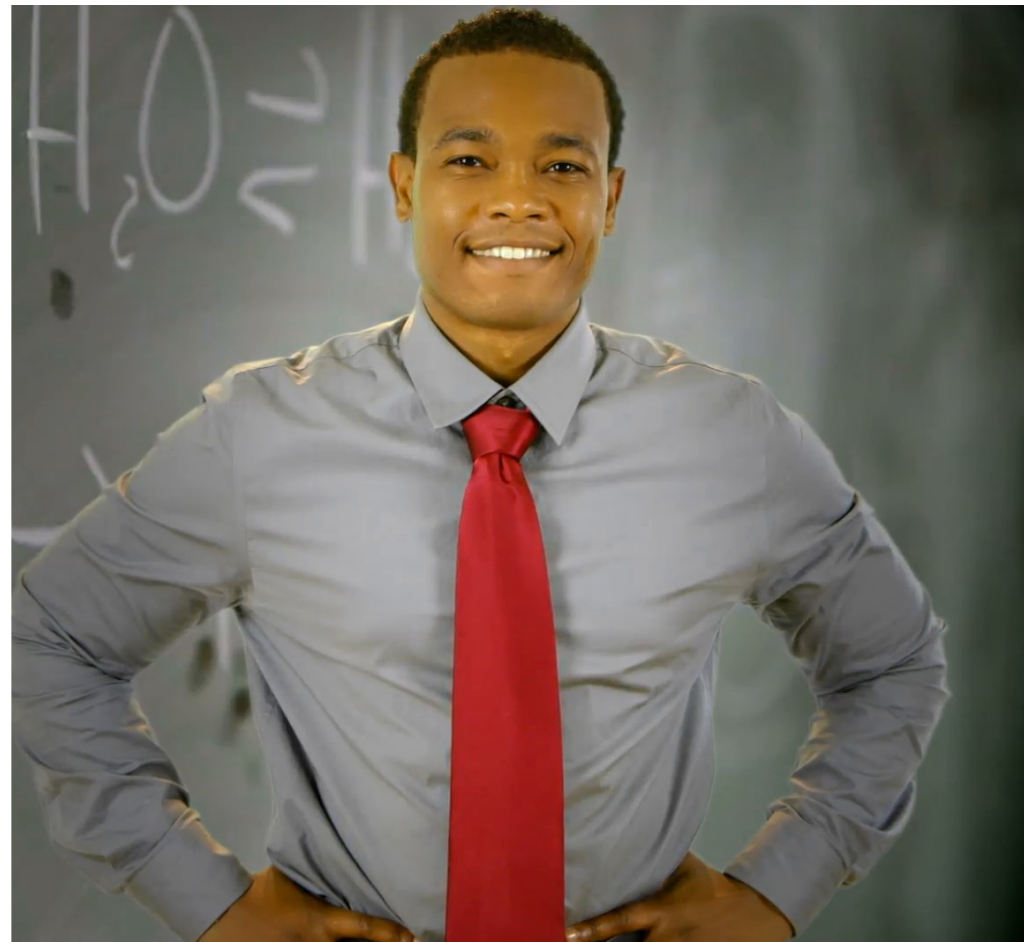
*Precise communication at the right place
and the right time is a guarantee for success.*

Video: <https://youtu.be/6nPXRAvY5Zo>



A guide to result

driven communications



Using a loud, clear and enthusiastic voice conveys confidence

Using Purposeful Body Language

Command authority in the classroom by:

- Looking professional

What do clothes have to do with it?

Clothes aren't actions! ...*or are they?*



NEVER EVER WEAR. . . CROCKS

Crocks are for the beach – NOT the classroom



NEVER EVER WEAR. . . UGGS

Uggs are just glorified slippers. Slippers are PJs. Would you wear PJs to conduct your ensemble?



NEVER EVER WEAR. . . SWEATS

Sweats scream, *"I'm lazy! Please fire me!"*



NEVER EVER WEAR. . .FACE TATOOS

Just. . .don't. . .do. . .it!



NEVER EVER WEAR. . .MESSAGE T's

*Unless it's promoting your
school or music ed program*



NEVER EVER WEAR. . .*FLIP-FLOPS*

Dressy sandals or casual loafers are fine!



NEVER EVER WEAR. . .TOO MUCH JEWELRY

*Loud, clanky jewelry
could create
unwanted
percussion!*



NEVER EVER WEAR. . *ANYTHING*
TOO
REVEALING!



*School is not the
place to show off
your abs
(or your extra
cellulite)*

NEVER EVER WEAR. . .*DIRTY SHOES*

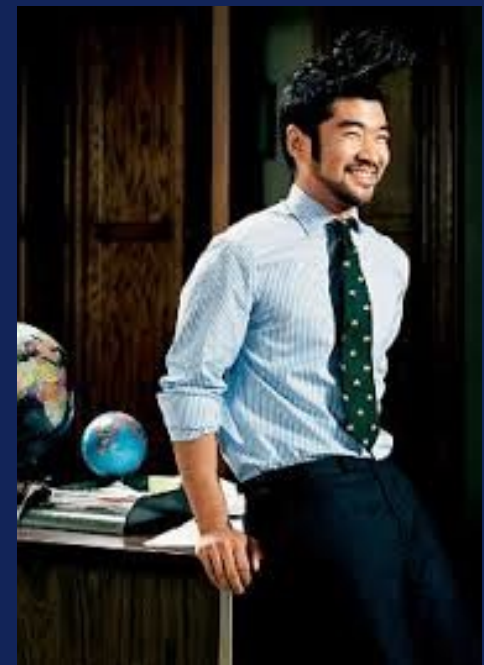
Get some polish and clean them to a high shine.



YOU ARE A PROFESSIONAL!

DRESS LIKE ONE!

Students, parents, and administrators take you more seriously when you come to work dressed as a professional.



PERSONAL GROOMING. . .NAILS

Dirty nails say, "I don't care enough about myself to take care of myself."



PERSONAL GROOMING. . .NAILS

Yes—I took a shower this morning!



PERSONAL GROOMING...HAIR

Greasy hair means that you got up late which means that you are ill-prepared to teach today.



PERSONAL GROOMING. . .MAKE-UP

*Heavy make-up says,
“It’s all about me! Notice me!”*



PERSONAL GROOMING...

Make-up should look like it's barely there.



The “look” of your students determines their brand so choose wisely.



The “look” of your students determines
their brand so choose wisely.



YOUR “LOOK” REVEALS TWO ITEMS:

- 1. How much you care about yourself
(self-respect)*
- 2. How much you care about others
(mutual respect)*

Looking good!

*What a great way to show students
how much you care!*



What are the similarities and what do they convey?

Using Purposeful Body Language

Command authority in the classroom by:

- Demonstrating good posture—slouching conveys a negative attitude or lack of interest or respect.





What are they telling us?

Using Purposeful Body Language

Command authority in the classroom by:

- Keeping arms unfolded which shows an openness to receive
- Showing open palms when possible
- Using fluid gestures which promote a calm atmosphere





Using Purposeful Body Language

Command authority in the classroom by:

- Standing in front of desks and other obstructions to promote trust.
- Conducting without a music stand to promote trust and respect.



*Colonel Arnald Gabriel
Conductor Emeritus of the U.S. Air Force Band*

Using Purposeful Body Language

Command authority in the classroom by:

- Moving around the room to show that you care about all of your students.
- Becoming more aware of your facial expressions which will promote a more positive learning climate.

Using Purposeful Body Language

Command authority in the classroom by:

- Smiling and nodding when students “get it” to give them a sense of well-being.
- Walking throughout the school with a pleasant facial expression to show that you are approachable.

Using Purposeful Body Language

Your Personal Checklist:

- Knowing your purpose
- Being overly prepared
- Succeeding at less than 100%
- Reflecting
- Knowing that you can be better tomorrow than you are today

Fin

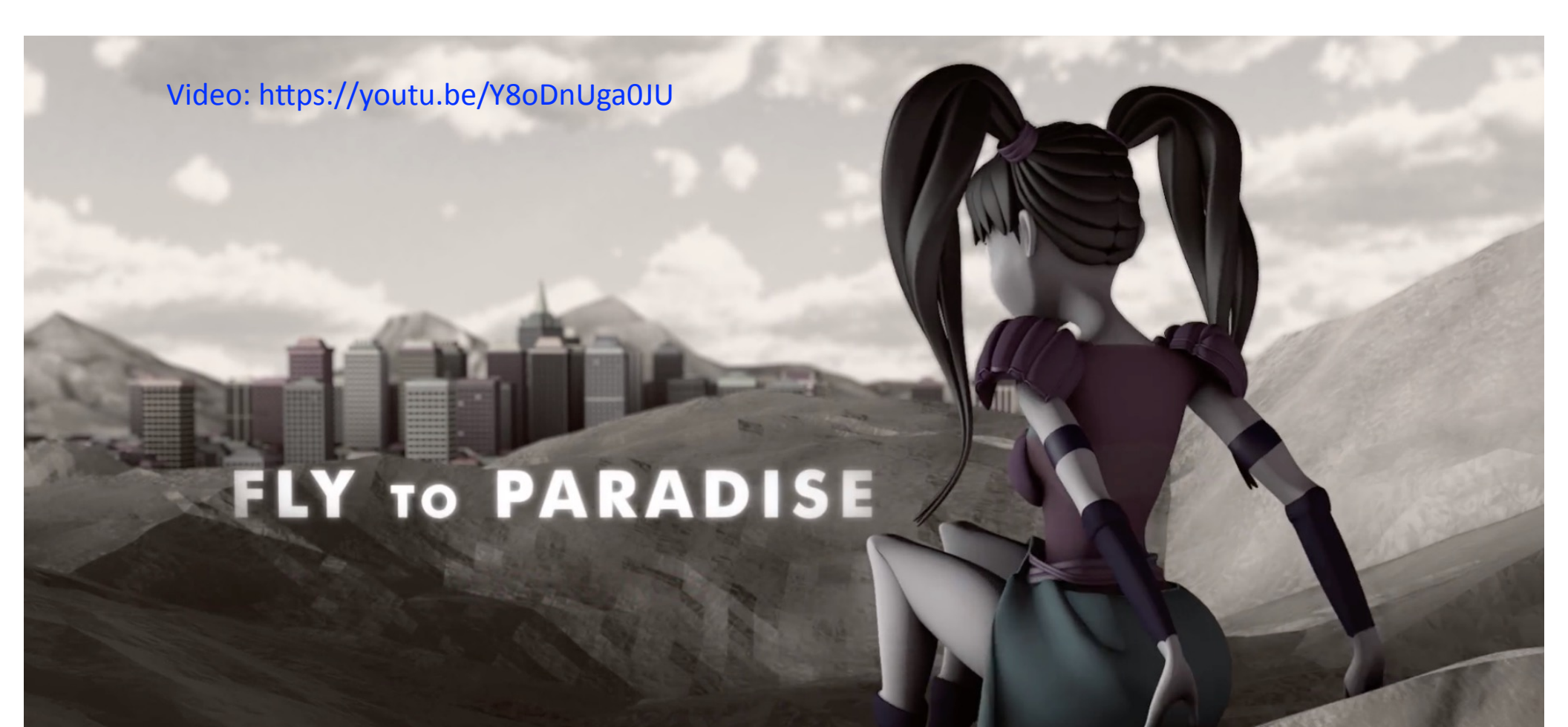


Why?

*Nothing builds
empathy, compassion
and community like
making music
together. Nothing! It
should be required at
every grade level.*



Video: <https://youtu.be/Y8oDnUga0JU>



FLY TO PARADISE

From: *Paradise
Lost*

Exstasis:
All I Want to do is Fly



*The fact that
children can make*

BEAUTIFUL MUSIC

*is less significant than the fact that
music can make*

**BEAUTIFUL
CHILDREN**

- Cheryl Lavender

Thank You!



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Will be Posted:

[musicedconsultants.net/
conference-materials](http://musicedconsultants.net/conference-materials)

