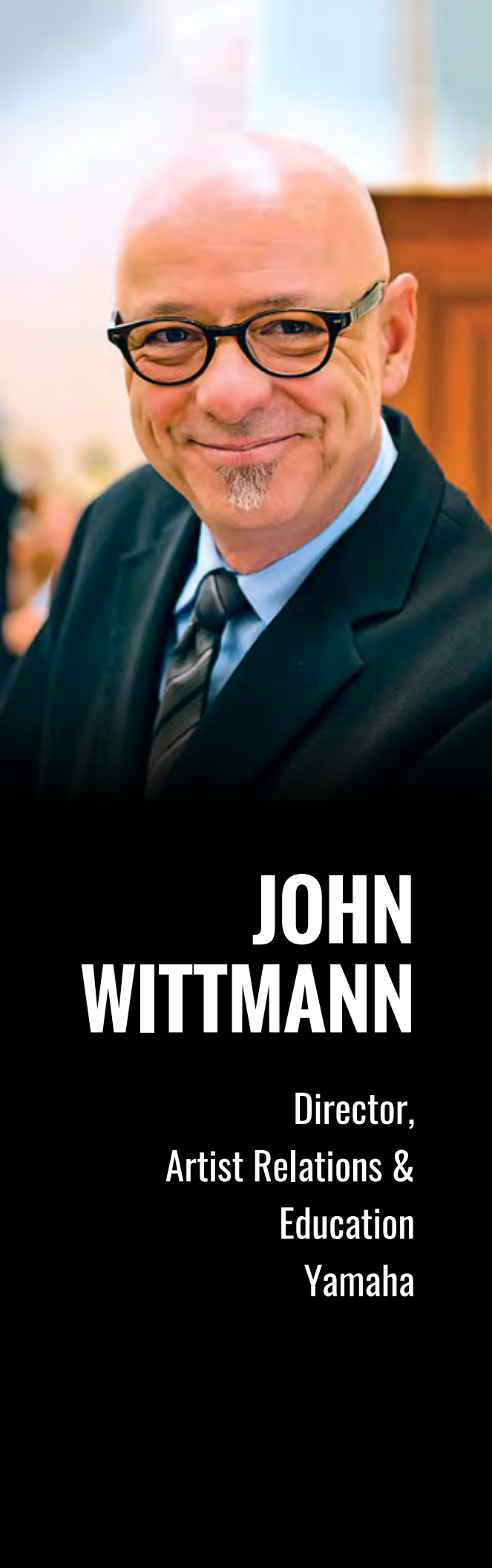




# Yamaha Master Educators

PROVIDING INSPIRATION, PROFESSIONAL DEVELOPMENT  
AND ARTISTIC COLLABORATIONS.



# JOHN WITTMANN

Director,  
Artist Relations &  
Education  
Yamaha

# Greetings From Yamaha!

The Yamaha Band and Orchestral Division enjoys many professional and personal relationships with music educators nationwide. These teachers are the ones making it happen out there in the real world with music education. We at Yamaha, recognize that in addition to the fine work our Yamaha Performing Artists do to inspire students across the nation with about 750 instrumental clinics given each year, there exists a huge opportunity for us to provide professional development and artistic musical collaborations for teachers as well as their music students. We are honored to say that there is now a small group of elite, unique and gifted educators which we are helping to make available to teachers and students.

The Yamaha Master Educators each possess celebrated areas of expertise and the desire to share these gifts with teachers, students and staffs in order to keep music alive and well in our country. Topics ranging from middle school recruitment and retention to district-wide music education program strategies to the most advanced conducting techniques as well as everything in between are covered by some of the most gifted minds in our field.

Yamaha remains committed to music education and music educators. The Yamaha Master Educator Program is yet another way which enables us to put that commitment into action. Enjoy this collection of pieces written about each Master Educator that illuminates their work, individual philosophies and topics which they can bring to music programs. We are excited about each and every opportunity lying ahead with these amazingly inspirational educators.

Musically Yours,

A handwritten signature in black ink that reads "John Wittmann". The signature is fluid and cursive, written in a professional style.

# The Yamaha Master Educator Program

A group of exceptional master educators has come together who can inspire teachers and students to realize their full potential.

Workshops offered by the Master Educators are designed for middle school through collegiate levels and include topics such as: Student Leadership, Habits of Successful Middle School Band Directors, Design Clinics for Marching Band, Conducting Pedagogy and Strategies for Connecting Movement Vocabulary and Musical Intention, Advocacy and Parent Involvement & Student Retention.



**Daniel Berard**  
Director of Bands  
Grain Valley High School



**Dr. Travis J. Cross**  
Associate Professor of Music and  
Wind Ensemble Conductor  
University of California, Los Angeles



**Dr. Rodney Dorsey**  
Professor of Music in Bands  
Indiana University



**Douglas Droste**  
Director of Orchestras  
Ball State University



**Cheryl Floyd**  
Director of Bands  
Hill Country Middle School



**Richard Floyd**  
State Director of Music Emeritus  
University of Texas at Austin



**Kevin Ford**  
Director of the Leadership  
Conservatory for the Arts  
Tarpon Springs High School



**Larry Gookin**  
Distinguished Professor and  
Emeritus Professor of Music  
Central Washington University



**Jeffrey Grogan**  
Director of Orchestral Activities and  
Professor of Music at Oklahoma City  
University and Artistic Director of the  
Oklahoma Youth Orchestras



**Michael Haithcock**  
Director University Bands and Arthur  
F. Thurnau Professor of Conducting  
University of Michigan



**Barry Houser**  
Associate Director of Bands, Director  
of the Marching Illini, and Director of  
the Fighting Illini Athletic Bands at the  
University of Illinois, Champaign-Urbana



**Jerry Junkin**  
Director of Bands and Professor  
of Instrumental Conducting  
University of Texas at Austin



**Craig Kirchoff**  
Professor of Music and  
Director Emeritus of University Bands  
University of Minnesota



**Gary Lewis**  
Director of Orchestras and Bob and  
Judy Charles Professor of Conducting  
University of Colorado Boulder



**Anthony Maiello**  
Professor of Music and  
University Professor  
George Mason University



**Marcia Neel**  
Clinician, Educator, Consultant  
and Music Advocate



**Dr. Kevin Sedatole**  
Professor of Music and  
Director of Bands  
Michigan State University



**Dr. Emily Threinen**  
Director of Bands and  
Associate Professor of Music  
University of Minnesota

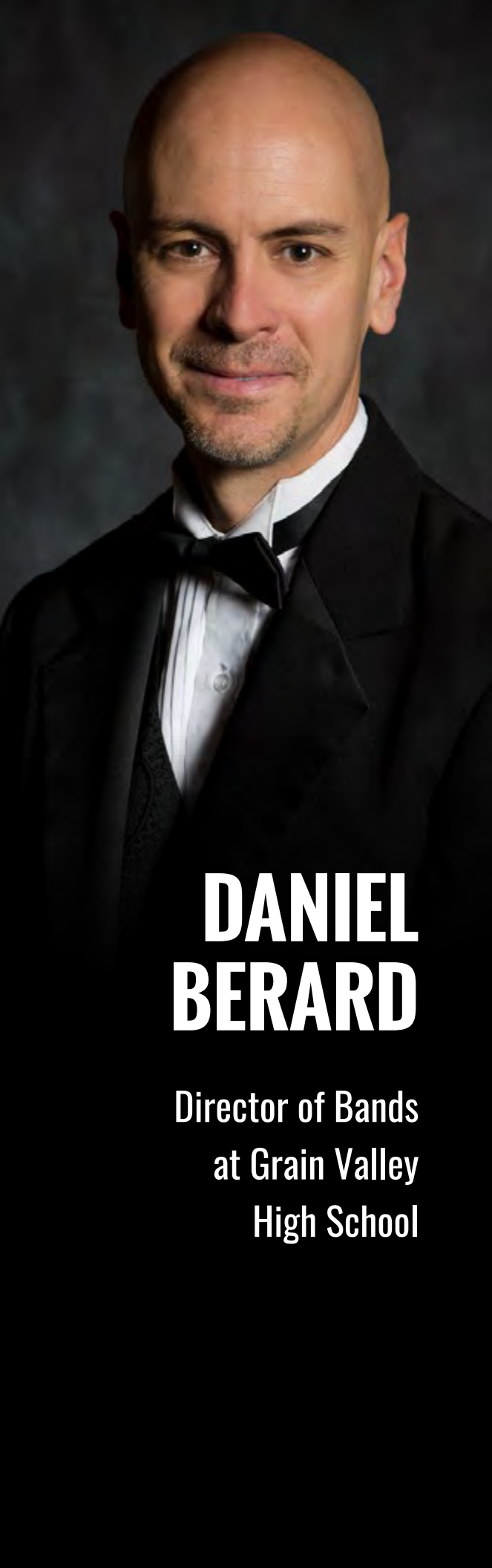


**Marguerite Wilder**  
Middle School Conductor,  
Clinician and Consultant



The Yamaha Master Educator Program's Mission is to provide inspiring professional development opportunities and artistic music collaborations for music educators at the local, state and national levels.

FOR MORE INFORMATION ON HOW TO ENGAGE A YAMAHA MASTER EDUCATOR, PLEASE CONTACT JALISSA GASCHO AT [JGASCHO@YAMAHA.COM](mailto:JGASCHO@YAMAHA.COM).



# DANIEL BERARD

Director of Bands  
at Grain Valley  
High School

## ENVISION AND IMPLEMENT: FOSTERING A THRIVING COMPREHENSIVE BAND PROGRAM

In his highly-inspirational and practical presentations and workshops, Mr. Daniel Berard shares his experience of starting with nothing but a blank piece of paper and a vision, and building support systems comprised of community members and parents to create a thriving program. He brings knowledge and experience of what one must do at various steps of development to place a band program on a trajectory of sustained success. Mr. Berard's unique listening skills enable him to hear and understand what teachers are experiencing at the grass-roots level, and what they might need to do now in order to clear obstacles and build support systems. He is an expert at diagnosing and prescribing what may be the best steps for teachers seeking to advance their pedagogy, positively impact their students and sustain successful music programs.

Mr. Berard has lived out a vision, which has manifested itself into a thriving middle and high school music program, assisting with the process of opening Fossil Ridge High School and Kinard Middle School, in Ft. Collins, CO. He has led the music department through a

path of explosive growth, innovation and excellence in performance, and provides practical suggestions for teachers to connect themselves and their programs to the larger scope of the school community through positively engaging colleagues across disciplines.

Speaking and clinic sessions given by Mr. Berard are driven by his passion for developing musical literacy and high levels of excellence in performance in students, creating and sustaining a nurturing environment for student success, creativity and independence, developing student leaders within the music program, and advancing one's pedagogical foundation with practical advice and tools for implementation in the classroom.

Mr. Berard is also frequently asked to speak about integrating technology into assessment, pedagogy and rehearsal techniques. Generally built under the umbrella of "build your technology tool kit, rather than your toy box", these sessions focus on everything from establishing a music technology lab to production classes that include live audio reinforcement, digital creation, recording and film scoring.

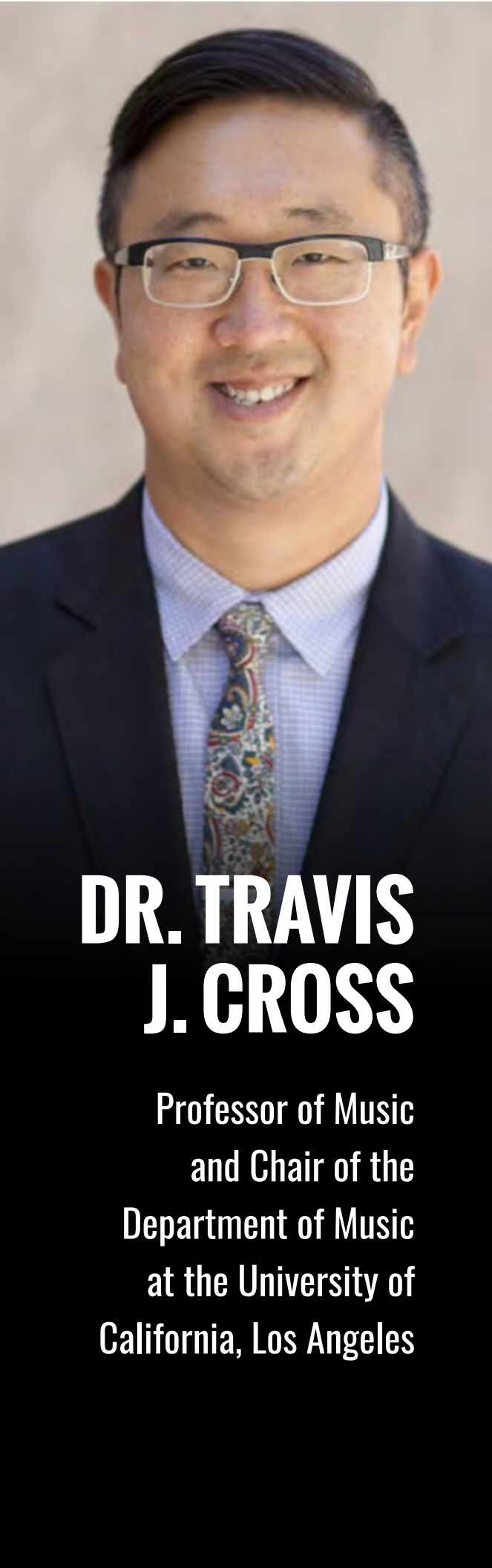
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### **SOME OF MR. BERARD'S SESSION TITLES INCLUDE:**

- "From Nothing to Nationals – A blueprint for building and sustaining a thriving band program"
- "The Business of the Band – the Band Director as CEO"
- "The Unintended Consequences of 'Don't' – Rehearsal strategies that foster student engagement and build musical independence"
- "Creative Show Design Solutions for Marching Bands Large and Small"
- "Engaging the 'Screen-Ager' and Leveraging Social Media Within Your Ensemble"
- "Streamlining your Assessment Systems Through Integrating Technology – Helping You 'Inspect what you Expect'"



# DR. TRAVIS J. CROSS

Professor of Music  
and Chair of the  
Department of Music  
at the University of  
California, Los Angeles

## INTERACTIVE CONDUCTING AND PARTICIPATION

**D**r. Travis J. Cross was recently named as the Chair of the UCLA Herb Alpert School of Music, Department of Music. Since 2013, Dr. Cross has served as professor of music and department vice chair at UCLA where he conducts the Wind Ensemble and Symphonic Band and directs the graduate wind conducting program. His talents are many and his diverse areas of expertise make Dr. Cross an ideal presenter for any session designed to enhance the skills of the earnest band director. For example, his session on the role of the conductor explores the profound relationship between the conductor, the score and the ensemble, and common barriers to success, progress and growth. Another session of his provides directors with strategies to increase the level of students' individual musicianship skills by empowering them to think, listen and use movement to enhance the performance experience.

As an engaging and active conducting clinician, Dr. Cross often utilizes real-time participation, where audience members form small ensembles and Dr. Cross conducts and problem-solves in real-time. This "real-time" approach assists directors in understanding how they may utilize techniques in their own rehearsals and

classrooms.

In addition to other sessions that focus on new works and how repertoire that best serves the needs of the student should be selected, Dr. Cross is an ideal director for honor ensembles, as he has a profound understanding of music-makers at any age. His dynamic personality engages students quickly, which inspires them to perform at the highest level. His ability to choose the exact, right concert material provides a solid base for enhanced student learning.

Core to Dr. Cross's own teaching and conducting approach are the tenets of listening, problem-solving and active engagement within the ensemble. When stepping into rehearsal, a subtle shift happens in Dr. Cross's motivation, from the music on the stand to the people who will communicate the score through sound. This shift focuses Dr. Cross's movements and gestures on how to motivate, educate and instigate the players to make effective and musical sounds. He is passionate about assisting and mentoring educators of all levels, specifically early-career band directors, building connections between university and high school programs.

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### **A FEW OF DR. CROSS'S SESSION TITLES ARE:**

- "The Interactive Rehearsal: Empowering Students to Think, Listen and Move"
- "We Are What We Play: Developing a Programming Philosophy"
- "The Conductor's Role"
- "The State of Our Art"
- "Zero to Concert in 48 Hours: Strategies for Success with Honor Bands"



# DR. RODNEY DORSEY

Professor of Music  
in Bands at  
Indiana University

## DIRECTOR AND MENTOR: HELPING TO ACHIEVE GOALS

Dr. Rodney Dorsey's expertise stems from a diverse background of teaching experiences, which include teaching at multiple distinct public high schools as well as directing college ensembles for decades. As an African American band director, Dr. Dorsey knows what it means and how it feels to be a minority - a unique and motivating perspective he brings to students and teaching moments. He is active as a guest conductor, clinician and adjudicator in the United States and has welcomed engagements in Bulgaria, Hungary and Canada.

Making connections with students as individuals is one of Dr.

Dorsey's strengths and passions. He understands that directors can have a powerful, positive impact on young musicians and their goals, and accepts this as part of his professional responsibility. Serving the roles of both director and mentor, Dr. Dorsey's student-centered approach to teaching focuses on providing valuable and useful input, which can be immediately implemented. Through the process of setting goals and connection with fellow students within the ensemble, Dr. Dorsey works with students individually to help them develop a plan to achieve their objectives.

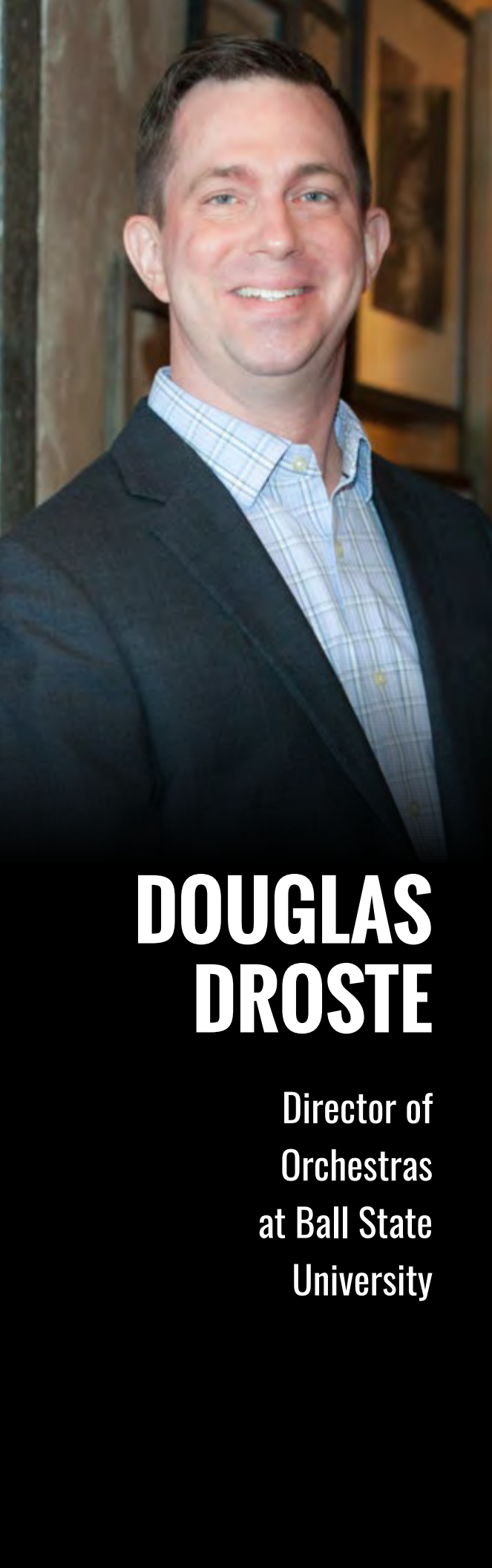
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### A FEW OF DR. DORSEY'S SESSION TITLES ARE:

- "Strategies for Long Term Success"
- "Get Inside the Music"
- "We Are What We Teach: Quality Literature and the Instrumental Ensemble"



# DOUGLAS DROSTE

Director of  
Orchestras  
at Ball State  
University

## RESPONSIBILITY TO SUCCESS: MOTIVATING PERFORMANCE

With an incredibly dynamic and engaging teaching style, Mr. Douglas Droste brings a level of enthusiasm to orchestral rehearsals, which stems from his inspired determination to achieve musical success for every student, at every level, in every ensemble. He is passionate about this approach and takes full responsibility for ensuring that students are motivated to perform at the highest level.

A former full-time public school music educator, Mr. Droste has first-hand experience with the challenges that are inherent to school music educators. He continues to work with school-aged musicians regularly, through all-state and honor

orchestras, music festivals and school visits, as well as with their directors. Because he holds himself to the highest standard, young musicians under his leadership are nurtured to a rewarding level of achievement. Directors champion Mr. Droste's ability to translate music-making skills to life-enhancing skills through his in-depth interpretations, keen sense of community and personal ability to empower and inspire.

Mr. Droste's presentations and workshops range in scope, much like his teaching experience, from the practical and technical aspects of bowing, to high-level and inspiring conducting workshops about making informed decisions on the podium.

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### **A FEW OF MR. DROSTE'S SESSION TITLES ARE:**

- "Bowling Misuses and Conducting Fixes"
- "Conducting Decisions, Decisions, Decisions!"



# CHERYL FLOYD

Director of Bands,  
Retired  
Hill County  
Middle School

## ENGAGING AND INSPIRING YOUNG MUSICIANS THROUGH ENERGY AND PASSION

Ms. Cheryl Floyd is at home presenting on any topic having to do with instrumental music. She shines especially bright, however, in the realm of “all things middle school.” At this incredibly challenging, yet significantly crucial, time in the lives of young music students, she consistently brings a fine-tuned balance of high expectation, passion and an extra helping of heart to each of her rehearsals.

What young instrumental students always seem to take away from Ms. Floyd’s teaching is her passion for developing their musicianship and skills by scouring repertoire to find the perfect piece to accomplish this superior goal. She is highly dedicated to discovering and commissioning exceptional repertoire, which she speaks to in her session titled “Commissioning Music for Young Band”.

As an educator and presenter, Ms. Floyd shares her lifetime of music making and teaching with fellow

educators by challenging them to introduce their students to excellent music and to teach with lots of energy and passion - something she does as a dynamic, in-demand guest clinician and conductor through her session “Rehearsal Strategies for the Young and the Restless”. Ms. Floyd is also a champion of unique teaching methods and learning pathways, such as the Suzuki Method. Understanding that students, especially middle school students, learn fastest when they are happy, Ms. Floyd provides a learning environment for students that is fun, high energy, musically focused and inspirational; wisdom she imparts upon other educators so they can inspire the students in their programs.

Viewed and respected as a highly-effective conductor, directors across the United States repeatedly call upon Ms. Floyd to work with their students and fine-tune their ensembles.

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### A FEW OF MS. FLOYD’S SESSION TITLES ARE:

- “Picking Pieces for Picky People”
- “Rehearsal Strategies for the Young and the Restless”
- “Best Beginnings for Beginners”
- “Commissioning Music for Young Band”





# RICHARD FLOYD

State Director of  
Music Emeritus  
at the University  
of Texas at Austin

## A CALLING TO CREATE MUSICAL DISCOVERIES

**R**ichard Floyd is a recognized authority on the art and craft of teaching and making music. He is an ideal director for honor ensembles or lecturer at staff development days and MEA events. Mr. Floyd specializes in challenging student ensembles and music educators alike to reach their highest level of craft and artistry.

When directors have the opportunity to work with the incomparable Mr. Richard Floyd, it doesn't take long to discover that it is his commitment to artistry and passion for the art of making music that are what define him as a conductor. He believes making music is core to our human experience. Mr. Floyd is unique in that he continually creates artistic, musical connections for every level of music-maker, whether they are in middle school, high school, collegiate or an adult ensemble.

Sharing his passion for the art of

making music with students and fellow educators is one of Mr. Floyd's greatest joys. Directors who have the opportunity to see him work with an ensemble observe an uplifting, artistic rehearsal. He desires to lead educators to view what they do as their calling - passion-filled, with art, beauty and inspiration - instead of merely a job.

One of the key distinctions to Mr. Floyd's conducting and teaching is that he leads musicians under his baton to uncover the art that is inherent in each piece of quality literature by encouraging them to think and make discoveries on their own. In doing so, Mr. Floyd provides an enlightening experience where music makers create their own artful decisions and subsequently enjoy the rewarding feeling that comes with a sense of ownership of those choices in performing with others.

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### **A FEW OF MR. FLOYD'S SESSION TITLES ARE:**

- "Pathways To A Happy Workshop"
- "What They See Is What You Get"
- "The Seven Deadly Sins Of Music Making"
- "Getting To The Art Of The Matter"
- "Hear It, Feel It, Fix It"
- "Fail Safe Fixes For Frequently Frustrating Flaws"
- "The Music You Play Matters"
- "Do You Hear What I Hear?"
- "Imagine It! Believe It! Go For It!"
- "The "Three E's" Of A Productive Rehearsal  
- Efficient • Effective • Engaging"



# KEVIN FORD

Director of the  
Leadership  
Conservatory for the  
Arts at Tarpon Springs  
High School

## “ACHIEVING MORE THROUGH CONNECTION AND EMPOWERMENT”

Mr. Kevin Ford has two strong tenants that guide his work. First, he assists his students, and their families, in understanding the connection between the artistic and music-making processes, and growing as individuals to become service-minded and compassionate people. Second, he encourages the art of collaboration, both through leadership and by example. By allowing and prompting his students to find answers and solutions, he encourages a process that allows for flexibility and empowerment in the music-making process. This enhances the students' experiences because they are a part of a collaborative environment, which fosters empowerment and creativity.

With empowerment comes responsibility. Mr. Ford sets high expectations for himself and his students at the Leadership Conservatory of the Arts to come to rehearsal prepared and leave with

new goals, which the students set for themselves. This is a shared commitment to achieve more and better every day. This is echoed in the way Mr. Ford utilizes mentorship in his program - experienced musicians are partnered with less experienced musicians in small ensembles, which provides student leaders the opportunity to inspire, lead and help their growing colleagues.

Mr. Ford has a great deal to offer any instrumental educator when it comes to the topic of bringing out the best in student musicians. His leadership program at Tarpon Springs High School is one of the most nationally-recognized programs in the country. Any program looking to extend its traditional curriculum to include a creative approach to learning which focuses on leadership development and artistry should consider learning more about this conceptual approach through a session with Mr. Ford.

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### **A FEW OF MR. FORD'S SESSION TITLES ARE:**

- “TEACHING: Building A Culture of Artistic Excellence”
- “Artistry: Unlimited Possibilities”
- “Leadership”
- “Show Design Process”
- “The Importance of An Outstanding Educator”
- “New Teachers: The First 100 Days”



# LARRY GOOKIN

Distinguished Professor  
and Emeritus Professor  
of Music at Central  
Washington University

# EXPERIENCING THE PERFORMANCE

Inspired by his own high school band director, Larry Gookin's primary focus when conducting wind bands of any level is for the performers to "say something." Mere perfection of the technical aspects of performance is simply not enough - the musicians must make a personal connection to the music, which results in an expressive, musical presentation. Only then will the ensemble members truly experience the performance as opposed to presenting the performance. Audience members are greatly impacted by this experience, as well.

With more than four decades of educational experience, Mr. Gookin's open and inviting podium style puts his players at ease from the very first

note. His teaching philosophy is based on the premise that educators teach people, not just music. He works to help players discover the emotional content within the music, then uses that discovery as the impetus for them to interject their own emotions into the performance. This instills empowered, expression-filled musical decision-making for the future.

Whether conducting an honor band or working in residence with a school band program, Mr. Gookin's teaching style promotes honest exchanges with both students and educators alike. He also enjoys working in-depth with young music educators as they strive to discover who they are as directors and what their ultimate purpose is in teaching.

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## **A FEW OF MR. GOOKIN'S SESSION TITLES ARE:**

- "The Art of Musical Conducting"
- "Performance Anxiety and Stage Fright"
- "Music Advocacy"
- "Rehearsal Techniques"
- "Wind Band Intonation – Yamaha Harmony Director"
- "Classroom Management and Lesson Plans"
- "Emotion and Meaning in Music"



# MICHAEL HAITHCOCK

Director of University  
Bands and Arthur F.  
Thurnau Professor  
of Conducting at the  
University of Michigan

## SUBJECTIVE NUANCES AND OBJECTIVE DETAILS

Mr. Michael Haithcock's diverse background in both vocal and instrumental genres, as well as being a pianist, organist and singer, provide him with a wealth of experiences from a variety of music settings that have, over the years, contributed to his success in conducting bands such as the internationally renowned University of Michigan Symphony Band. Each of these has contributed to his musical sensibilities, as he often discusses expressive topics such as phrasing, timbre, nuance and style, more than technical matters.

Mr. Haithcock is an ideal clinician for schools and teachers on the high school and collegiate level, as they prepare for special performances. He also specializes in coaching band

and orchestra directors, as well as conducting students on the art and science of conducting.

In his work with music educators, Mr. Haithcock concentrates on helping directors focus on the music and the inherent aesthetic value that it brings to the musicians. When rehearsals are approached from this standpoint, they tend to focus on the people - the music makers - and the result is a memorable, joyful experience. Mr. Haithcock's gift is working with educators who are looking to learn more about how to make subjectively expressive decisions through positive attention to objective detail, taking elements of the score and translating them into quality, lifelong experiences through impassioned music-making.

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### A FEW OF MR. HAITHCOCK'S SESSION TITLES ARE:

- "Five Myths of Good Conducting"
- "Creative Conducting"
- "Making Musical Decisions: Score Study"
- "Making Musical Decisions: Rehearsing the Score"
- "Programming: Finding the Best Music Available"



# JERRY JUNKIN

Director of Bands  
and Professor of  
Instrumental Conducting  
at The University of  
Texas at Austin

## CREATING SELF-SUSTAINING INSPIRATION

Whether conducting a group of professionals or students, Mr. Jerry Junkin is committed to ensuring that musicians under his baton make an emotional connection to the music. This comes, in part, as a result of choosing the exact, right piece of repertoire for the ensemble, as well as delving into the intent of the composer to discover the inspiration for the work. As an esteemed conductor and university educator, Mr. Junkin thrives when approaching an ensemble with a solid base, so he can enhance the great work being done and really move it to a deeper, more inspired level.

Educators attending Mr. Junkin's workshops soon discover that the

technical aspects of ensemble music-making simply scratch the surface. Although the development of musicianship is always at the forefront, Mr. Junkin believes that it is only through a comprehensive understanding of the music - its purpose, musical elements, emotion - that directors can assist and lead students to develop natural instincts, and eventually arrive at a place where they can inspire themselves.

Mr. Junkin is a respected authority on conducting and is an in-demand speaker, adjudicator and conductor. He is an ideal guest as a conductor for honor ensembles or as a lecturer at staff development days and MEA events.

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### **SOME OF MR. JUNKIN'S SESSION TITLES INCLUDE:**

- "Leave No Tone Unstirred"
- "Does Expressive Conducting Make a Difference?"
- "Score Study"



# PURPOSE AND PASSION: UNLOCKING INSPIRATION

## CRAIG KIRCHHOFF

Professor of  
Conducting and  
Director Emeritus of  
University Bands at the  
University of Minnesota

Having appeared as a guest conductor throughout the world, Mr. Craig Kirchoff brings a deep understanding of both traditional and contemporary literature to his sessions, including one titled “Score Study: A Different Perspective”. With a celebrated teaching career spanning decades, Mr. Kirchoff remains true to his mission of changing lives through the experience of making music. He works extensively with undergraduate and graduate music students, helping them amass a collection of tools which they may, in turn, use to provide life-changing experiences for their future students. Mr. Kirchoff also thoroughly enjoys working with and guest conducting high school and collegiate ensembles.

Inspired by his own high school band director, Mr. Kirchoff

challenges and motivates educators to rediscover the “magical moment” when their lives were changed through music. Through this sense of purpose, directors find a more philosophical framework for teaching, and realize their most significant contribution as an educator is to pass this inspiration on to their students. He truly believes that all decision-making stems from a director’s desire to provide an atmosphere which enhances the students’ curiosity, so that they are able to unlock their own discoveries about and passion for meaningful music-making.

Mr. Kirchoff believes that enthusiasm is external, and alone will not motivate an educator or a student. Passion, however, is internal, lasts a lifetime and moves us all forward while inspiring others.

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### **A FEW OF MR. KIRCHHOFF’S SESSION TITLES ARE:**

- “Some Things I Believe”
- “Score Study: A Different Perspective”
- “The Rehearsal Technique: It’s Not What You Say, But How You Say It”
- “Teaching the Art of Listening in Rehearsal”
- “Is Your Conducting Helping or Hurting Your Ensemble?”



# GARY LEWIS

Director of Orchestral Studies and Bob and Judy Charles Professor of Conducting at the University of Colorado Boulder

## CONNECTED THROUGH COLLABORATION

A multi-faceted artist, Mr. Gary Lewis has done it all - from jazz performance and marching band, to musical theatre and opera, to arranging for a variety of genres, as well as entrepreneurial efforts such as establishing a contemporary music festival. With such diverse experiences, Mr. Lewis lives his belief that music serves as “the thread that connects us all”. He is fervent in his belief that music is the great equalizer and that educators can change lives through the indispensable gift of teaching young people how to make music - what he calls the single most important thing.

Core to Mr. Lewis’s teaching and workshops is a focus on developing and enhancing the unique relationships that are found within the exemplary ensemble. He inspires directors to discover how they can empower their own students by teaching them how to interact and collaborate with each

other in the music-making process. This art of close and connected collaboration is critical to the success of a chamber ensemble, and he applies the same types of principles to larger ensembles. Fostering an environment where all musicians discover the inherent intimacy and awareness of music-making not only leads students to become more independent musicians, but will also provide heightened and more fulfilling experiences when doing so with others.

As conductor of the University Symphony Orchestra at the University of Colorado Boulder, Mr. Lewis also oversees the entire orchestra program and leads the graduate program in orchestral conducting. His graduate conducting students have enjoyed great success as conductors of university orchestra programs, youth orchestras and professional orchestras alike.

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### **SOME OF MR. LEWIS’S SESSION TITLES INCLUDE:**

- “Conducting: Giving Up Control to Gain Control”
- “Rehearsal Techniques (The Long Game: Giving our students the skills and responsibility to be independent)”
- “Making Our Large Ensembles More Like Chamber Music”
- “4/4 is 4/4: Empowering Ourselves to Work with Strings, Winds and Percussion”
- “Building Leadership In Your Ensemble”
- “Score Study and Preparation: How Analysis Meets Performance”
- “Bach and Beyond: Baroque-Style Performance Practice Applications for String Orchestra”
- “Art vs. Craft: How to Get to the Technique Through the Music”



# ANTHONY MAIELLO

Professor of Music  
and University  
Professor at George  
Mason University

## TEACHING WITH FIERY ENTHUSIASM

With a broad and diverse arsenal of experiences spanning over five decades, Mr. Anthony Maiello's enthusiasm for teaching music is nothing short of contagious. Having taught instrumental music education from the grade-school level through the university doctoral level, both in the United States and aboard, his experiences give him a unique view and approach to teaching and making music. Not only is Mr. Maiello one of the most inspiring conductors of our time, he approaches every teaching situation with the same verve - whether teaching a private lesson, having a one-on-one conversation or conducting the premiere of a new work. He views each moment as an opportunity to inspire and nurture a love of sharing music with others.

Mr. Maiello's mantra is that music is a powerful art form, with the power to touch humanity, souls and a person's

complete being. His presentations are centered around teaching with enthusiasm and energy, "like your hair is on fire"! He believes that directors should continuously strive to motivate each other on a daily basis, so that they might do the same for their students. This is displayed in his session entitled "Student Motivation Techniques".

Mr. Maiello is an extremely effective clinician for bands, wind ensembles and orchestras. He is a highly sought-after lecturer for college-level conducting students. Working collaboratively with Mr. Maiello is a game-changing, inspirational experience in the life of any conductor, whether in a professional development session such as "How's Your Podium I.Q. ('I' Stands for Inspirational)?" or as an observer in an ensemble rehearsal with musicians of any age or ability level.

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### A FEW OF MR. MAIELLO'S SESSION TITLES:

- "Conducting - A Hands-On Approach"
- "Conducting Nuances - Little Things Mean a Lot"
- "Serious Score Study"
- "How's Your Podium IQ? ('I' Stands for Inspirational)"
- "Student Motivation Techniques"





# MARCIA NEEL

Clinician, Educator,  
Consultant and  
Music Advocate

## ORGANIZED VISION: A PLAN FOR SUCCESS

**D**ynamic, energetic, exciting - these are the words used to describe Marcia Neel, one of the most knowledgeable professionals in the field of music education today. This began years ago as a secondary music educator whose ensembles were known for consistent quality and attention to artistic detail. She has carried that philosophy and constant search for perfection into everything she does - particularly when it comes to the complex art of school and district-wide program building, where all of the pieces relating to standards-based curriculum, including instruction, scheduling, recruitment and retention, professional development and student achievement, come together to form the ideal, sequential music education program.

Neel cares about serving schools and school districts by providing just

this type of guidance. From building or refining course syllabi to organizing a K-12 Master Music Education Plan that results in increasing the numbers of students served through an enhanced, relevant curriculum, Neel has done it all as the Secondary Fine and Performing Arts Coordinator for the Clark County School District (CCSD), headquartered in Las Vegas, Nevada. Over the course of her 14-year tenure, she led the Secondary Arts Education program to an astounding level of growth and enrollment. The standards-based Mariachi Program, implemented in 2002 in the CCSD, has grown from 250 students to almost 7,000 today.

Neel's enthusiasm for engaging more children in music-making is contagious, and providing these opportunities through an organized, well thought-out vision and unified approach is her passion.

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### **A FEW OF NEEL'S SESSION TITLES INCLUDE:**

- "District-wide Music Education Professional Development: Creating a Unified Message Through the Establishment of a District-wide Music Education Plan"
- "5 S.M.A.R.T. No-Fail Ideas for Retaining Your Beginners"
- "Making an Advocate Out of Your Principal: Ten Things You Can Do 'on Monday'"
- "Bridging the Gap Between Middle School and High School: Tips for Ensuring a Seamless Instrumental Music Education Experience"
- "Analogy of the Band Director's Job. . .the CEO Approach"
- Sessions geared toward Music Education Majors, but available to all:
  - "Interviewing Skills: the Rules of the Road"
  - "Crossing Over to the Other Side of the Podium: Lessons in Body Language"



# DR. KEVIN SEDATOLE

Professor of Music  
and Director of Bands  
at Michigan State  
University

## CREATING EQUIVALENCE

Dr. Kevin Sedatole serves as administrator of the entire band program at Michigan State University, totaling over 700 students, which includes the wind symphony, symphony band, concert band, chamber winds, campus bands, Spartan Marching Band and Spartan Brass. Having conducted and taught all over the world, Dr. Sedatole's commitment in music-making and conducting is to the music itself, through the study of the score, the understanding of the intent of the composer and knowing what is best for the musicians. This provides a setting for increased musicianship on the part of the performers as individuals as well as the proficiency of the ensemble. "When the ensemble knows the director's top priority is to serve the music," Dr. Sedatole says, "the bar is raised."

Dr. Sedatole continues to serve high school and collegiate level band and orchestral teachers as a clinician, guest conductor and adjudicator. As a young educator, one of the first things he learned from his mentors was to treat everyone equally. In their positions as leaders, ensemble directors walk a fine line of being perceived as an authority figure. Directors who work with Dr. Sedatole soon discover that his conducting and teaching style provides more of an atmosphere of equivalence, as he presents different ways of doing and looking at things, giving musicians things to think about on their own. Whether working with students in an honor band setting or with educators in a workshop setting, his approachable style provides a genuine atmosphere that truly connects the director and the ensemble members.

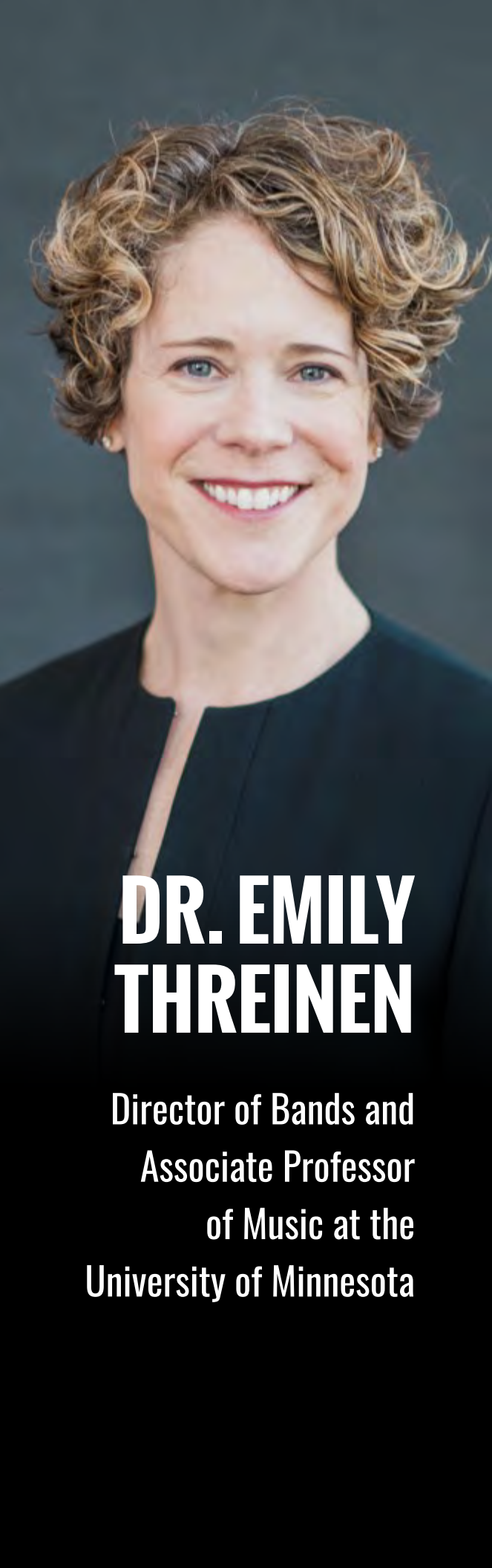
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### **A FEW OF DR. SEDATOLE'S SESSION TITLES ARE:**

- "Expressive Conducting Gestures Based on the Laban Method"
- "Quality Repertoire - The What, Why and How"
- "Building Musial Depth Through Quality Experience"



# DR. EMILY THREINEN

Director of Bands and  
Associate Professor  
of Music at the  
University of Minnesota

## TAKING TIME TO FOSTER INSPIRATION

**D**r. Emily Threinen consistently works with composers, arrangers and performing artists of varied disciplines. Residencies and projects with composers and new compositions are integral to her creative work. She is an active and in-demand guest conductor, clinician, conference presenter and performer.

Passion with excellence motivates Dr. Threinen's work and teaching. She aims to create an environment, whether it's during a rehearsal, in the classroom, in private lessons, in public workshops, etc., where students and educators can achieve something beyond what they previously thought possible. When working with students, she aims to share her ideas and processes in a way that inspires thought, feeling and creativity. When working with educators and conductors, she aims to bring solid pedagogy, research, analysis and respect for tradition as well as incredibly high standards, inspiring the goal of

being true to oneself.

Dr. Threinen is a true artist when it comes to programming and careful study of score, which she highlights in presentations titled "Connecting the Dots: Linking Score Study to Authentic Gestural Communication" and "You are What You Program: Developing a Programming Philosophy".

Dr. Threinen is keenly aware of time when interacting with students and educators, recognizing every minute spent with a student or educator is a gift to be carefully considered. Success and development take time, investment and practice. Focused work and diligent awareness of oneself can spur educators and students toward success in both career and personal ambition. Inspiring directors to take time and make the long-term investment in their students' development drives Dr. Threinen, and makes her a highly sought-after educator.

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### **A FEW OF DR. THREINEN'S SESSION TITLES ARE:**

- "Connecting the Dots: Linking Score Study to Authentic Gestural Communication"
- "Score Study: Discovering Your Interpretation"
- "You are What You Program: Developing a Programming Philosophy"
- "The Intersection Between Precision and Passion: Rehearsal Strategies for Instrumental Ensemble Educators"



# MARGUERITE WILDER

Middle School  
Conductor,  
Clinician and  
Consultant

## “STRONG FOUNDATIONS FOR BEGINNING BAND”

The ultimate goal for beginning band students is the development of skills and understanding that enable the student to experience musical artistry. Ms. Marguerite Wilder’s innovative, game-filled approach to teaching fundamentals help set students on a strong path toward success. This technique helps teachers monitor individual progress while providing the students with a comprehensive, rigorous and creative learning experience which includes strong aural skills and improvisation techniques.

Ms. Wilder also works with educators on effective strategies to transfer young musicians from short

method book songs and arrangements to full band arrangement experiences. She explores how daily routines start with warm-up and fundamental exercises that address the components of music that will be used in their music literature. Young instrumentalists also need an understanding of how melody, rhythm, harmony and bass lines combine to produce music. Band directors looking for ideas to incorporate into their beginning band classes have found great success implementing these unique ideas and have discovered that this comprehensive approach has led to enhanced musical independence for students at an accelerated pace.

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### **A FEW OF MS. WILDER’S SESSION TITLES ARE:**

- “Meaningful Middle School Band Rehearsals”
- “An Aural Approach With Instrumental Music Using Conversational Solfege”
- “Habits of a Successful Middle School Band”
- “Teaching and Rehearsing the Middle School Band”
- “Do It! Teaching through Rain, Sleet, Snow and a 7th Grade Fire Drill”
- “You Too Can Be a Winner with Beginners “