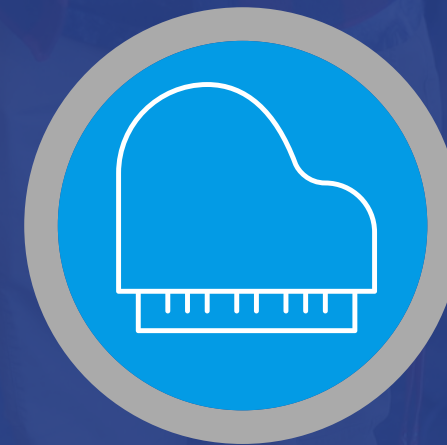


MODERN BAND 101

Presented by:

Adam Calus, MMEd, Music Director at New Mission School



LET'S JAM!

Ukulele and Lap-Pat Percussion

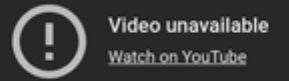


Introductions

Who are we?

Activity: Turn, Talk, Volunteer Share. (5mins)

1. Turn to someone sitting near you.
2. Share with your partner who you are, where you teach, and your familiarity / curiosity regarding Modern Band.
3. Volunteers can share out to the group.



Introductions

Who are we?

Adam Calus, Professional Musician and Educator

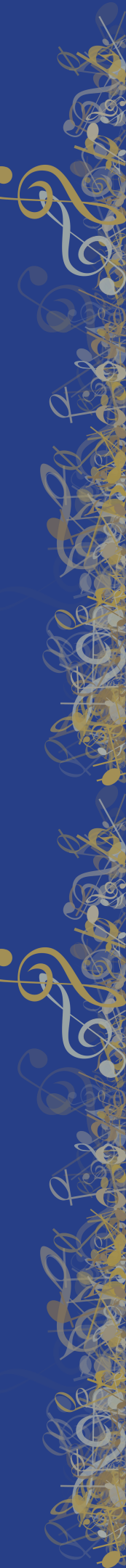
- Charlestown High School
- Education Through Music - MA
- Berklee College of Music
- New England Conservatory
- New Mission School



Objectives

*Framing our learning
for today*

- What modern band is and can be for your music program.
- The different structures in which the Modern Band instruments (Piano, Guitar, Ukulele, Bass Guitar, and Drum Set) can be facilitated for your music program.
- Unlocking the fundamentals on the Modern Band instruments and setting students up for success past the fundamentals in your music program.
- Parts of the learning flow for Ukulele, Piano, Drum Set, Guitar, and Bass Guitar
- A high-level overview of the conventions for Modern Band.
- Every participant will leave with a set of tangible resources and tools for the tool box to try out in their own music program.



VISION

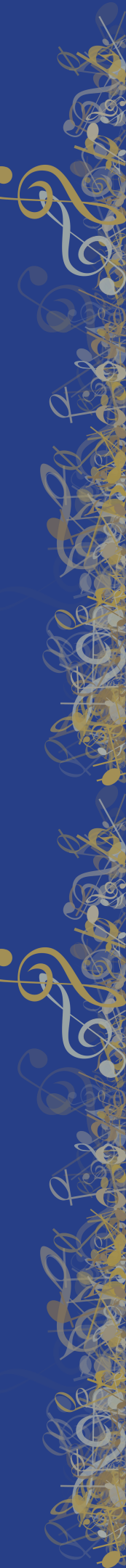
COURSE - SPACE - STUDENTS - INVENTORY



COURSE

*A part of the **Vision** for
your Modern Band*

- What specific class(es) are you hoping to include these instruments in?
- Will this be a part of a traditional concert band class that exists, or a class that is modern band instruments only?
- Will this be part of your during the day classes or a special after school offering?
- What will your school's master schedule allow for?



COURSE

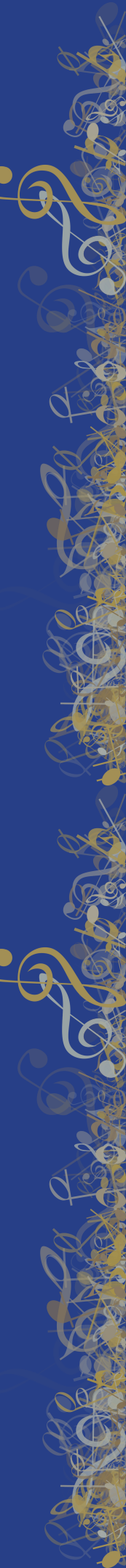
*A part of the **Vision** for
your Modern Band*

- **During the Day Class - Mixed** (*Modern Band and Concert Band*)
 - **Benefits:** Can easily be implemented slowly and with a few students. Requires less inventory, less disruption to the master schedule, students can opt-in.
 - **Challenges:** Wide differentiation between all the instruments, different beginning key signatures, additional support needed for modern band students.
- **During the Day Class - Modern Band Only**
 - **Benefits:** Less differentiation needed, lots of curriculum available, can focus more on a modern-band approach to learning (chord charts, Jamming, etc)
 - **Challenges:** A more robust inventory needed, possible interruptions to master schedule
- **After School Class - Modern Band Only**
 - **Benefits:** Less inventory needed, can focus more on a modern-band approach
 - **Challenges:** Less students have access to the program, not a part of the fabric of the daily music classes

SPACE

*A part of the **Vision** for
your Modern Band*

- Based on the course you are scheduling students into, what kind of setup do you think you'll need?
- Where are the music making tools? Why are they where you put them?
- Where do students sit? Why?
- What goes on the walls? Why?



SPACE

*A part of the **Vision** for
your Modern Band*

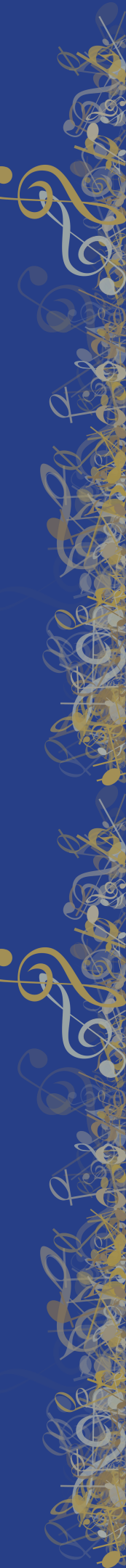


- **During the Day Class - Mixed** (*Modern Band and Concert Band*)
 - Depending on the size of your group and number of modern band students, those who are playing modern band instruments can sit to the side of your ensemble or near the back.
 - Similar to how orchestras setup rhythm sections. Players need to see each other and be able to communicate. Avoid putting in rows if possible.
- **During the Day Class - Modern Band Only**
 - Students should be seated in a large circle
 - (See video on slide)
- **After School Class - Modern Band Only**
 - Students can be setup similar to a pop / rock band. Drummer in the back, guitarists, bassists, and keyboards in front of the drummer and can see each other.
 - Any singers can go in front of or to the side of the instruments.

STUDENTS

*A part of the **Vision** for
your Modern Band*

- What students will be playing these instruments? Why?
- Are these students who are switching instruments?
- Are these new students in the school you are trying to engage with these instruments to grow the program?



STUDENTS

*A part of the **Vision** for
your Modern Band*

- **During the Day Class - Mixed** (*Modern Band and Concert Band*)
 - You could have students currently in your ensemble switch instruments.
 - New students can be scheduled into the concert band course who want to play the modern band instruments
- **During the Day Class - Modern Band Only**
 - These could be students already taking classes in concert band
 - These could also be students new to your music program
- **After School Class - Modern Band Only**
 - This could be a mix of students new to the music program and students who already play in concert band during the day
 - A smaller number of students in after-school due to student availability

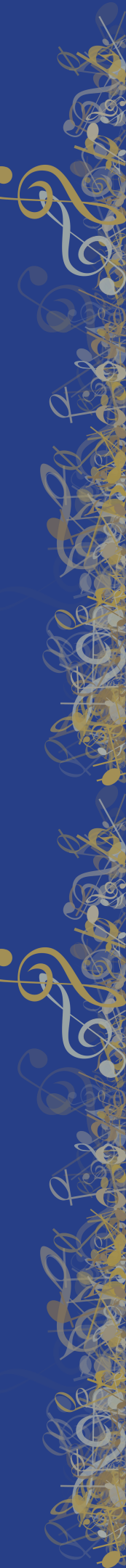
INVENTORY

*A part of the **Vision** for
your Modern Band*

- Based on everything above, what instruments do you now need to order?
- How will you get it?
- Once you find out what you need, you may need to change some of how you thought about the above and loop around a bit.
- We will be going over MA-based opportunities that exist for helping you get the instruments you need for your modern band program.

VISION *Review*

- Having a clear vision for how you see this existing as a complimentary part of your current music program is key.
- Knowing the course, space / setup, students you plan to enroll, and the inventory it will take to make it happen will help you plan / realize your vision.
- Understanding that there will be upsides and downsides to during the day, after school, mixed with concert band, and not mixed with concert band will help you tackle some of the challenges that exist with implementing this type of programming.



TEACHING & LEARNING

FUNDAMENTALS - LEARNING FLOWS



YOUR OWN LEARNING



PLAY NOW

*A part of **Unlocking The Fundamentals** in modern band*

PIANO



Using note cards to label the notes on the piano

Showing students C chord only, labelling with expo

Having students play only white key or only black key notes

DRUM SET



Show students where their feet and hands mostly go while playing the drum set.

Show students a quick groove combo just using Kick and Snare Drum.

Show students quickly how to grip their sticks.

UKULELE



Have students play the C Major Chord shape. Show them where to put their middle finger / model as needed.

Show students where to strum.

GUITAR



Have students play the third fret of the A string, C

Have students play the first fret of the B string, C

Quickly model for students how to use the pick

BASS



Have students play the third fret of the A string, C

Show students how to use their thumb to play the A string

MAKE IT

COOL



CHARTS

*A part of Unlocking The
Fundamentals in modern band*

Piano

C

G

A mi

F

Guitar

C
x 0 0

G
0 0 0

A mi
x 0 0

F
x x

Ukulele

C
0 0 0

G
0

A mi
0 0 0

F
0 0

Bass
Guitar

C
x x x

G
x x x

A
x 0 x x

F
x x x

Drum Set

Hi - Hat							
Snare Drum							
Kick Drum							
Counts	1	&	2	&	3	&	4 &

ICONIC NOTATION

*A part of **Unlocking The Fundamentals** in modern band*


- A regressed form of Standard notation the leans into smaller chunks of info and chord charts to communicate different things happening in the music.
- A regressed form of Lead-Sheets which should be used once students have a handle on Iconic notation.
- Can be used in whatever way makes sense to the educator and their students.

SONG FORM: Verse X4, Chorus X2, Verse X4, Chorus X2, Bridge X2, Chorus X2


Rock and Roll  = 90 bpm

Verse / Chorus


C




G





A_{mi}



F





When playing the Verse and Bridge: Hold each chord for 4 beats

When playing the Chorus: Play each chord for 1 beat 4 times.



In the style of...

DEMONS

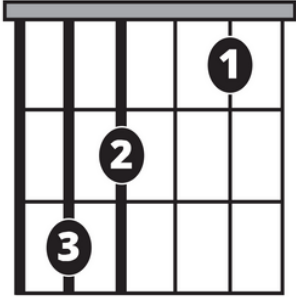
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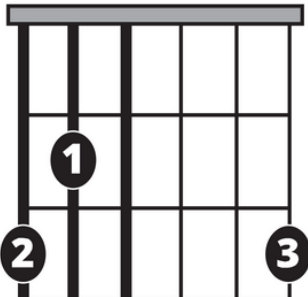


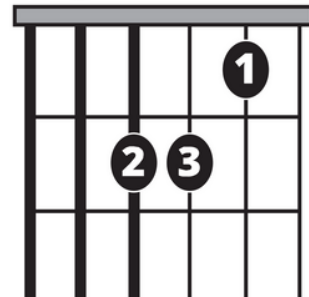
SONG FORM: Verse X4, Chorus X2, Verse X4, Chorus X2, Bridge X2, Chorus X2

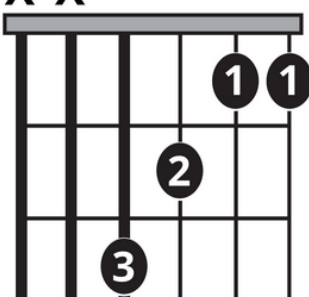
Rock and Roll  = 90 bpm


Verse / Chorus

C
x o o


G
o o o


A_{mi}
x o o


F
x x


 | / / / / | / / / / | / / / / | / / / / :||

When playing the Verse and Bridge: Hold each chord for 4 beats

When playing the Chorus: Play each chord for 1 beat 4 times.



In the style of...

DEMONS

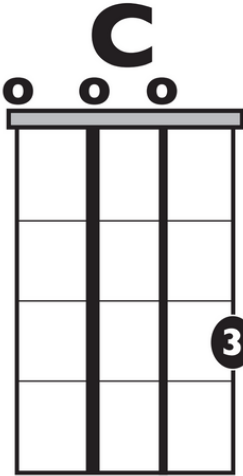
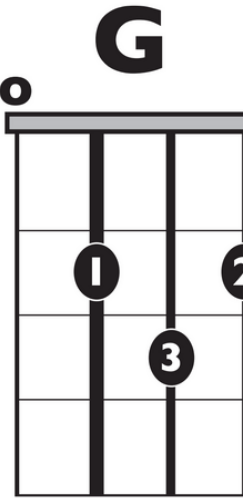
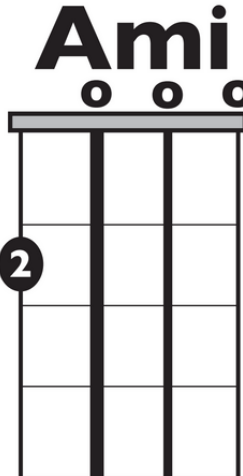
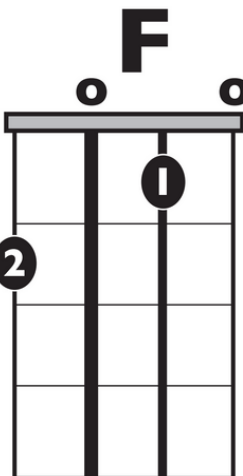
Song by: Imagine Dragons



SONG FORM: Verse X4, Chorus X2, Verse X4, Chorus X2, Bridge X2, Chorus X2

Rock and Roll  = 90 bpm

Verse / Chorus

4/4 |  | / / / / |  | / / / / |  | / / / / |  | / / / / :||

When playing the Verse and Bridge: Hold each chord for 4 beats

When playing the Chorus: Play each chord for 1 beat 4 times.



In the style of...

DEMONS

Song by: Imagine Dragons

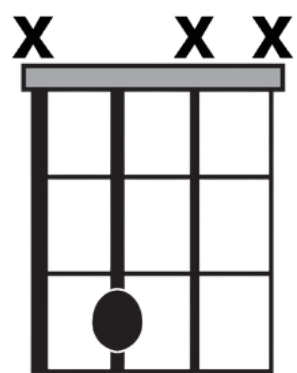


SONG FORM: Verse X4, Chorus X2, Verse X4, Chorus X2, Bridge X2, Chorus X2

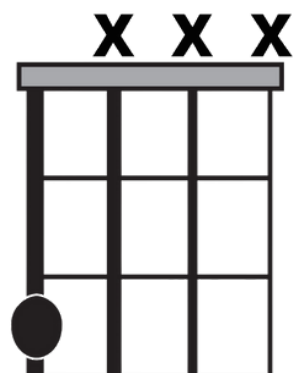
Rock and Roll ♩ = 90 bpm

Verse / Chorus

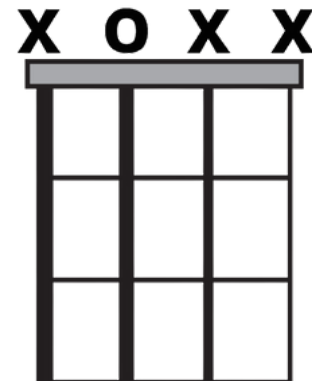
C



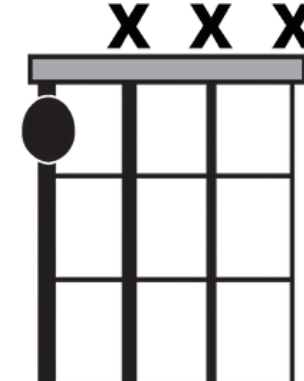
G



A



F



4/4



When playing the Verse and Bridge: Hold each chord for 4 beats

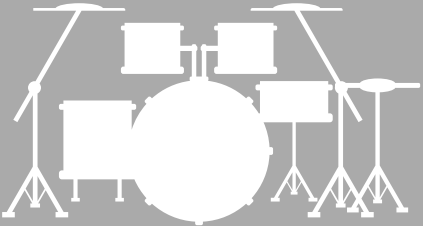
When playing the Chorus: Play each chord for 1 beat 4 times.



In the style of...

DEMONS

Song by: Imagine Dragons



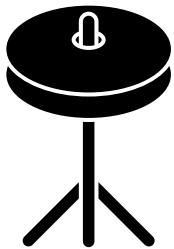
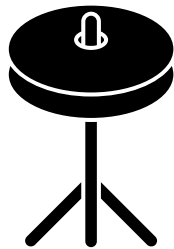
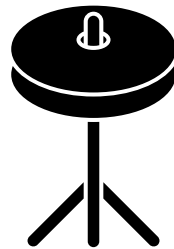
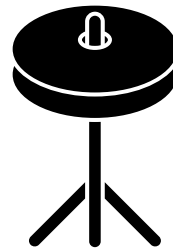
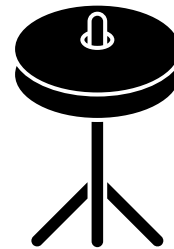
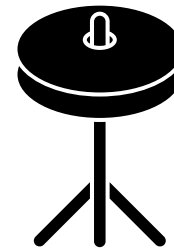
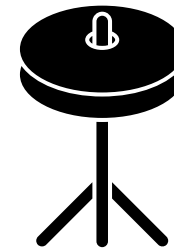
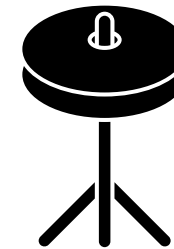
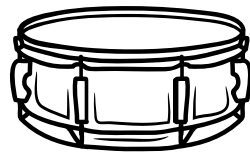
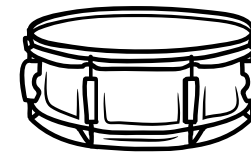
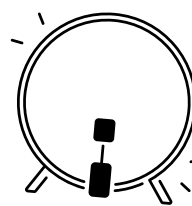
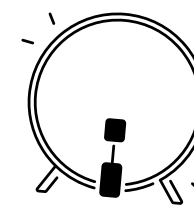
Rock and Roll  = 90 bpm

SONG FORM: Verse X4, Chorus X2, Verse X4, Chorus X2, Bridge X2, Chorus X2

Verse / Chorus

During the Verse: Play with a Closed Hi-Hat

During the Chorus: Play with an Open Hi-Hat

Hi - Hat								
Snare Drum								
Kick Drum								
Counts	1	&	2	&	3	&	4	&

BASIC SKILLS

*A part of **Unlocking The Fundamentals** in modern band*

- This includes technique, and other competencies taught in the early stages of modern band.
- The focus at first should be getting students to play. Technique and cleaning technique should be taught in chunks, mostly modeled, using hand over hand, completed during individual time and group time, and done slowly.
- A reminder, technique looks different for everybody. Depending on your students, their size, their mobility, and their life experiences, you may have to alter technique.

FIRST LESSONS



LEARNING FLOW

*A part of **Unlocking The Fundamentals** in modern band*

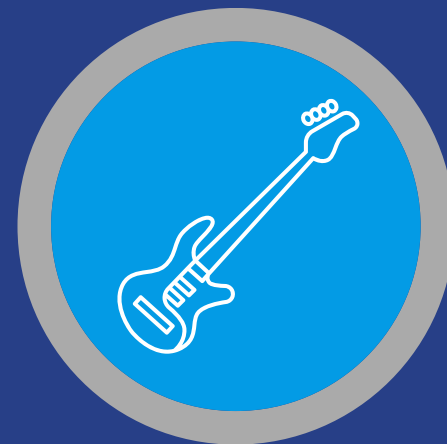
- This looks different for each instrument!
- We will do a high level overview of each as a part of this presentation.
- Links to the PDFs can be found below and in the resources portion of this slide deck.



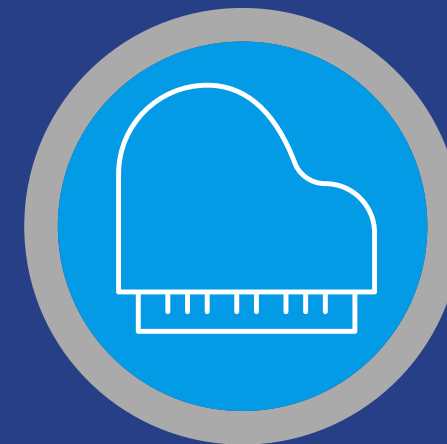
Ukulele



Guitar



Bass



Keyboard



Drum Set

CONVENTIONS & RESOURCES

MODERN BAND AND RELATED



CONVENTIONS

In modern band and related parts of music education.

- **Modern band movement**
 - More classrooms including these instruments
 - LKR / MW
- **Culturally Relevant Practices**
 - There is a current emergence for a focus on CRP. Adding different more contemporary instruments to the classroom can help add more culturally sustaining elements to your practice.
- **Pop Music Pedagogy**
 - Lucy Green, Steve Giddings, Randall Everett Allsup, John Kratus, and other researchers call music education leaders to take action to include more forms of pop-music pedagogy and other learning methods into the classroom to better reach students.
- **Music in today's world**
 - Is shifting. When culture changes, our teaching practice must change with it.
 - Avenues for consuming and making music look drastically different today.
 - Methods for learning music informally look different today than they did 50 years ago.
 - More than just standard band and choir program. Multiple pathways for engaging with music making are more culturally relevant better realize universal design in the music learning space.

RESOURCES

To help you get your modern band program off the ground.

- **Rep / Lessons: Little Kids Rock / Music Will**

- [Teacher Zone](#)
- [Learn a Song](#)
- Good but...make sure the charts are correct. Also make sure you are always choosing music the students already connect with if choosing one of these arrangements.

- **Tools for Creating Rep**

- [Music Will Build Your Own Charts Pack](#)
- [Canva](#)

- **Tabs:** [Ultimate Guitar.com](#)

- **Lead Sheets:** [Music Notes.com](#)

- Great for full lead sheets
- Sometimes they are a bit lengthy

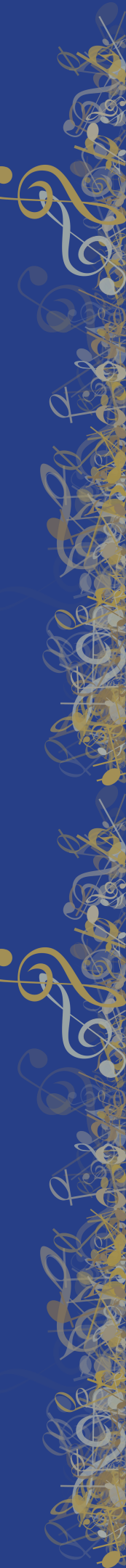
- **Synthesia Piano Videos**

- Great for students wanting a Guitar-Hero approach to learning different things on the piano.
- One Color at a time and then combine.
- Google the name of the song + Synthesia

- **My Created Resources**

- [Instrument Skills Spreadsheets](#)
- [Basics Packets](#)

- **Instruments:** [Mr. Hollands Opus](#), [Music Drives Us](#), [Klarman Family Foundation Instrument Fund](#), [Lang Lang](#), [Hungry for Music](#)



QUESTIONS

*About anything in the presentation or about
how this could apply to your program*



You can also use the QR code to submit feedback about this presentation, ask questions, and stay connected!



THANK YOU!

I am happy to stay connected with any of you to support your music teaching, my info is below.

Adam Calus, MMEd

Music Director, New Mission School

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Email: acalus@bostonpublicschools.org

