Gabi Spurlock

MUSE 252

Mrs. Finger

Informance plan

 For the informance portion of the beginning band student’s experience, the plan should include a slight performance for the students as well as represent to the parents how, and what their children are learning in beginning band. To properly portray this, the full band would be assembled in the gym, auditorium, etc. For some schools and programs, this night is the first night the beginning woodwind and beginning brass will hear each other. However, the program I’m familiar with had a rehearsal once a week that was full band. So I’ll use that program to model the Informance program.

 Students would be required to dress nicely, but not in the band polo or uniform. After the students have assembled in their correct positions and instruments are ready to go, I would call them to attention so that the ensemble quiets down. I will then lead a warm up session including audiation on the B-flat concert scale. From here, I will address the parents and tell them the program tonight will demonstrate how the group learns new songs and how I run the classroom.

 The benefit of having a full band rehearsal is that learning, and modeling learning a new song, is that the entire group knows to listen and pay attention all at once. In groups where the rehearsals are always separate, the woodwinds would learn a song while the brass sit and wait, then vice versa. A full group teaches everyone at once so everyone is engaged. To show the parents what the students are capable of, I would point out whatever number from the methods book we are going to play and apply the procedure. First, I would have the students count the rhythms in time as a group. After counting, I would instruct them to sing the note names in rhythm. The next step is to silent practice and sing the note names. Finally, I would have the group play the entire number.

 For parents who haven’t had students in band, this procedure could be potentially dumbfounding. So I’ll briefly explain that taking so many little steps allows the students to full grasp the piece before playing it, but that we don’t always use that procedure because sight reading is an important skill for musicians to have also. Next, I will have the students sight-read something to show that without the procedure, learning a new piece can be challenging.

 At this point of the informance, I would direct most of the attention to the parents. I would allow them to ask any questions they may have regarding the class, or performances, or any other question they may have. As for concert etiquette, I would simply include a reminder to be respectful and seated during performances in the program printed and left for them to pick up. This way, if a family or two have energetic children, I can refer the audience to the reminder after the performance. Any other information regarding fundraisers, holiday concerts, and procedures for picking up their children from the concert will be addressed and the informance will be drawn to a close.