Tricks of the Trade
Teaching Instrumental Music in Title I Schools
Ann Haenfler, Michele Kalo, and Todd Livingston
Mesa Public Schools

Who are we?

- Ann Haenfler – Band and General Music at Irving Elementary, Band at Holmes Elementary
- Michele Kalo – Director of Bands and Music Technology, Taylor Junior High
- Todd Livingston – Director of Bands, Kino Junior High and Edison Elementary

Why this session?

- Our goal is to bring instrumental music to as many students as possible.
- In many situations, students now would not be able to participate if everything were not provided.
- This “resource challenge” came as a surprise to us.
- Schools receive Title I funding when 40% of students qualify for the federal free/reduced lunch program. (US Dept. of Education)
Philosophy

- Meet the students where they are – in all aspects.
- Teach who is in front of us.
- Students with little self-respect have difficulty offering it to others.
- Must believe we can teach all kids and that all kids can learn.
- Must commit to do the work for each and every learner.

How do I get started?

- In our school district, 87% of our elementary schools are Title 1.
- Team up with orchestra teachers to recruit students.
- Competition between teachers is noticed by students.

How do I get started?

- Limited availability of instruments often dictates program participation.
- Students generally just want to be part of a successful group.
- Your relationship with them can be more important than the musical skills they will learn.
How do I get started?

• Play every available instrument for the students.
• Encourage students to choose their instrument based on the sound they like.
• Send information home in English and Spanish.

How do I get started?

• Ask students to indicate on their form if they will need a school instrument to participate, but encourage renting.
• Find a way for them to play an instrument, even if it takes a few weeks.

Instruments You May Choose
Clarinet, Trumpet, Trombone, Baritone

Fifth Grade band students will have the opportunity to view and/or try instruments in the band room before making their choice.
Sixth Grade band students should continue on the instrument they played previously or consult with Mrs. Haenfler about other options.

Schedule:
Band students will meet twice each week for 30-minute classes. Students are pulled out of their regular classroom. Band and orchestra students go to their B & O classes during the same time frame.

Band Classes:
Band students will meet by classroom. If you are able to rent an instrument from a reputable music store or have one available in your family available to you, please do so. If your student wants to play but you are unable to provide an instrument, I am happy to help find one. I want everyone to have an opportunity to play if they are interested.

Concert attendance is required.
We will perform a Winter and a Spring Concert in our Multi-Purpose Room. Both concerts include a daytime performance and an evening performance. Dates for these events will soon be placed on the calendar. Please make sure to include these dates on your family’s calendar so your student can participate.

Band Expectations:
In order to succeed in band students must:
* Come to class on time
* Handle all equipment with care and respect
* Consider attending after school band tutoring when available
* Put forth their best effort during class
* Commit to one year of band membership
* Attend all concert performances in December and May

Once you know who is in your class:

• Allow the students to try out the instruments.
• “Where there’s a will, there’s a way.”
• Students who have difficulty on their chosen instrument may switch after a while.
Once you know who is in your class:

- **Set instrumentation:**
  - Start on clarinet
  - Everyone in one class plays the same instrument
  - Limit instrument options

- Allow older students an opportunity first.

Once you know who is in your class:

- **Starting percussion:**
  - Sometimes they need to play a wind or string instrument first.
  - Choose your brightest and most well-behaved kids.
  - Communicate with their classroom teachers.

How do I provide an instrument?

- 1 – Get as many instruments in your inventory in working order as possible.
  - Assign as many as you have, putting one student on each instrument to start.
  - When you run out, double-assign the instrument and provide a mouthpiece for each user.
How do I provide an instrument?

- 2. Create and utilize a “needs/share” document with other teachers in your district.
- 3. Contact your junior high person where your students eventually attend.
- 4. Desert Sounds
   - This organization provides an option for students who receive free/reduced lunch to go to a meeting and make an application for an instrument with a one-time fee.
   - desertsounds.org
   - 20 W First Street, Suite 108, Mesa, AZ, 85201
- 5. DonorsChoose.org
   - Small projects posted online can get funded fairly quickly and is not labor-intensive. There are plenty of instructions and a timeline to follow, but works like clockwork.
   - Don’t forget to get administrative approval.
How do I provide an instrument?

6 – Ask your school staff if they have an instrument they would be willing to lend.

7 – Reach out to your community for an instrument drive.

---

How do I provide an instrument?

8 – Mr. Holland’s Opus Foundation Grant

mhopus.org

Applications are made available only after a basic screening and are due August 1st.

65% of your school population must participate in the free/reduced lunch program.

You must have an established instrumental music program with an existing inventory of instruments.

Fairly intense multi-round application process that requires administrative participation and lots of data.

---

How do I provide an instrument?

9 – Pawn shops

Reality: There are some great instruments at pawn shops and some really lousy ones.

Settle for a student having some sort of instrument in their hands, even if it is a pink flute.

Cash Envelope funds (discussed next) is a great way to get a good deal and add to your inventory.
How do I provide an instrument?

- **10 – Cash Envelope**
  You may be able to get account funds turned into cash to purchase things from stores that are not district vendors.

- **31 – During the “off” season, use Extra-Curricular Activity (ECA) tax credit money to buy instruments for your inventories.**

How do I provide an instrument?

- **32 – Principal’s Discretion Fund**
  - School-wide fundraisers – Make a case for a music department purchase
  - Gifts and Grants account for any random donations
  - “Honeymoon period”

How can I provide a new instrument?

- **33 – Cultivate an alliance with a Native American community.**

- **34 – Rent-to-Own programs**
  - Convince the parent and store to donate the existing equity to your school.
15 – Title 1 Funds

With the Passage of the Every Student Succeeds Act, The National Association for Music Education makes this statement:

“Flexibility of Title 1 finds to support a well-rounded education.” – All Title 1 programs, both school-wide and targeted, are now available to provide supplemental funds for a well-rounded education, including music. (ESSA Fact Sheet, NAfME, 2015)

2016-17 is still operating under NCLB but another year could bring changes. With a new White House administration, there are more unknowns than before. Stay tuned!

16 – Taylor Music in Aberdeen, South Dakota.

They do business in Arizona, and are an approved vendor for Mesa Public Schools!

1800USABand.com

They take any instruments you are no longer using and give you a trade allowance to use toward brass, woodwinds, and percussion equipment.

Send them instrument information and a picture, and they will give you a price. If you accept, they will assist with shipping arrangements.

Different school districts have different rules.

17 – How do I manage students on multiple instruments?

Since students are sharing, the instruments stay in the room.

Everything students are taught gets practiced during class time.
How do I manage students on multiple instruments?

- Mark the instruments/cases with painter’s tape to identify which instrument belongs to which student(s).
- Make sure students in the same grade level are using different instruments.
- Fibracell reeds
- Legere reeds
- Kelly mouthpieces.

What materials work for these learners?

- English Language Learners require more time to absorb information.
- Provide a classroom set of method books.
- Example: our district provides a beginning band method that we can distribute to students.

How do we conquer the language barrier?

- Your multi-lingual office staff are your best friends.
- Written information should be completed well enough in advance to be translated if at all possible.
- Google Translate will do in a pinch, but is not the best.
- Support at home is essential, and calling is the fastest way to get that quick parent contact.
- Language Line – Costs between $2-$3 per minute, paid by district.
- Email, school newsletter, written copies.
...and now I’m expected to give a concert?

- Play piano with the students.
- Interpreters at concerts

How do I get them to continue in junior high music?

- Vertical matriculation has to be a priority.
- We want this to be a lifelong pursuit.
- It’s the job of the junior high director to “pull” them into junior high and “push” them to high school.
- Feeder concerts before course registration.

What does it all mean?

- Title one schools present unique challenges and require tenacity on your part.
- Relationships with students and parents may need to be modified, but solid instrumental programs can certainly be built.
- Music may be, for some of these students, the only reason they come to school.
Comments/Questions?

- Ann Haenfler – Band and General Music at Irving Elementary, Band at Holmes Elementary
  - ahaenfler@mpsaz.org

- Michele Kalo – Director of Bands and Music Technology, Taylor Junior High
  - mkalo@mpsaz.org

- Todd Livingston – Director of Bands, Kino Junior High and Edison Elementary
  - jtlivingston@mpsaz.org
Tricks of the Trade

Teaching Instrumental Music in Title I Schools

Ann Haenfler, Michele Kalo, and Todd Livingston
Mesa Public Schools
Who are we?

- Ann Haenfler – Band and General Music at Irving Elementary, Band at Holmes Elementary
- Michele Kalo – Director of Bands and Music Technology, Taylor Junior High
- Todd Livingston – Director of Bands, Kino Junior High and Edison Elementary
Why this session?

- Our goal is to bring instrumental music to as many students as possible.
- In many situations, students now would not be able to participate if everything were not provided.
- This “resource challenge” came as a surprise to us.
- Schools receive Title I funding when 40% of students qualify for the federal free/reduced lunch program. (US Dept. of Education)
Philosophy

• Meet the students where they are – in all aspects.
• Teach who is in front of us.
• Students with little self-respect have difficulty offering it to others.
• Must believe we can teach all kids and that all kids can learn.
• Must commit to do the work for each and every learner.
How do I get started?

- In our school district, 87% of our elementary schools are Title 1.

- Team up with orchestra teachers to recruit students.

- Competition between teachers is noticed by students.
How do I get started?

- Limited availability of instruments often dictates program participation.
- Students generally just want to be part of a successful group.
- Your relationship with them can be more important than the musical skills they will learn.
How do I get started?

- Play every available instrument for the students.
- Encourage students to choose their instrument based on the sound they like.
- Send information home in English and Spanish.
How do I get started?

- Ask students to indicate on their form if they will need a school instrument to participate, but encourage renting.

- Find a way for them to play an instrument, even if it takes a few weeks.

Holmes Elementary Band
948 S. Horne
Mesa, AZ 85204
(480) 472-5600
Mrs. Haenfler – Band Teacher

Instruments You May Choose

Clarinet, Trumpet, Trombone, Baritone

**Fifth Grade band students will have the opportunity to view and/or try instruments in the band room before making their choice.**

**Sixth Grade band students should continue on the instrument they played previously or consult with Mrs. Haenfler about other options.**

Schedule:
Band students will meet twice each week for 30-minute classes. Students are pulled out of their regular classroom. Band and orchestra students go to their B & O classes during the same time frame.

Band Classes:
Band students will meet by classroom. If you are able to rent an instrument from a reputable music store or have one available in your family available to you, please do so. If your student wants to play but you are unable to provide an instrument, I am happy to help find one. I want everyone to have an opportunity to play if they are interested.

Concert attendance is required
We will perform a Winter and a Spring Concert in our Multi-Purpose Room. Both concerts include a daytime performance and an evening performance. Dates for these events will soon be placed on the calendar. Please make sure to include these dates on your family’s calendar so your student can participate.

Band Expectations: In order to succeed in band students must:

* Come to class on time
* Handle all equipment with care and respect
* Consider attending after school band tutoring when available
* Put forth their best effort during class
* Commit to one year of band membership
* Attend all concert performances in December and May
Once you know who is in your class:

- Allow the students to try out the instruments.
- “Where there’s a will, there’s a way.”
- Students who have difficulty on their chosen instrument may switch after a while.
Once you know who is in your class:

- Set instrumentation:
  - Start on clarinet
  - Everyone in one class plays the same instrument
  - Limit instrument options

- Allow older students an opportunity first.
Once you know who is in your class:

- **Starting percussion:**
  - Sometimes they need to play a wind or string instrument first.
  - Choose your brightest and most well-behaved kids.
  - Communicate with their classroom teachers.
How do I provide an instrument?

- 1 – Get as many instruments in your inventory in working order as possible.
- Assign as many as you have, putting one student on each instrument to start.
- When you run out, double-assign the instrument and provide a mouthpiece for each user.
How do I provide an instrument?

- 2 – Create and utilize a “needs/share” document with other teachers in your district.

- 3 – Contact your junior high person where your students eventually attend.
How do I provide an instrument?

- 4 – Desert Sounds
- This organization provides an option for students who receive free/reduced lunch to go to a meeting and make an application for an instrument with a one-time fee.
- desertsounds.org
- 20 W First Street, Suite 108, Mesa, AZ, 85201
How do I provide an instrument?

- 5 – DonorsChoose.org
- Small projects posted online can get funded fairly quickly and is not labor-intensive. There are plenty of instructions and a timeline to follow, but works like clockwork.

- Don’t forget to get administrative approval.
How do I provide an instrument?

- 6 – Ask your school staff if they have an instrument they would be willing to lend.

- 7 – Reach out to your community for an instrument drive.
How do I provide an instrument?

- 8 – Mr. Holland’s Opus Foundation Grant
- mhopus.org
- Applications are made available only after a basic screening and are due August 1st.
- 65% of your school population must participate in the free/reduced lunch program.
- You must have an established instrumental music program with an existing inventory of instruments.
- Fairly intense multi-round application process that requires administrative participation and lots of data.
How do I provide an instrument?

- 9 - Pawn shops

- Reality: There are some great instruments at pawn shops and some really lousy ones.

- Settle for a student having some sort of instrument in their hands, even if it is a pink flute.

- Cash Envelope funds (discussed next) is a great way to get a good deal and add to your inventory.
How do I provide an instrument?

- **10 – Cash Envelope**
  - You may be able to get account funds turned into cash to purchase things from stores that are not district vendors.

- **11 – During the “off” season, use Extra-Curricular Activity (ECA) tax credit money to buy instruments for your inventories.**
How do I provide an instrument?

- 12 – Principal’s Discretion Fund
- School-wide fundraisers – Make a case for a music department purchase
- Gifts and Grants account for any random donations
- “Honeymoon period”
How can I provide a new instrument?

- 13 – Cultivate an alliance with a Native American community.

- 14 – Rent-to-Own programs
  - Convince the parent and store to donate the existing equity to your school.
How can I provide an instrument?

- 15 – Title 1 Funds

- With the Passage of the Every Student Succeeds Act, The National Association for Music Education makes this statement:
  - “Flexibility of Title 1 finds to support a well-rounded education.” – All Title 1 programs, both school-wide and targeted, are now available to provide supplemental funds for a well-rounded education, including music. (ESSA Fact Sheet, NAfME, 2015)

- 2016-17 is still operating under NCLB but another year could bring changes. With a new White House administration, there are more unknowns than before. Stay tuned!
How can I provide an instrument?

- 16 – Taylor Music in Aberdeen, South Dakota.
- They do business in Arizona, and are an approved vendor for Mesa Public Schools!
- 1800USABand.com
- They take any instruments you are no longer using and give you a trade allowance to use toward brass, woodwinds, and percussion equipment.
- Send them instrument information and a picture, and they will give you a price. If you accept, they will assist with shipping arrangements.
- Different school districts have different rules.
How do I manage students on multiple instruments?

- Since students are sharing, the instruments stay in the room.
- Everything students are taught gets practiced during class time.
How do I manage students on multiple instruments?

- Mark the instruments/cases with painter’s tape to identify which instrument belongs to which student(s).
- Make sure students in the same grade level are using different instruments.
- Fibracell reeds
- Legere reeds
- Kelly mouthpieces
What materials work for these learners?

- English Language Learners require more time to absorb information.
- Provide a classroom set of method books.
- Example: our district provides a beginning band method that we can distribute to students.
How do we conquer the language barrier?

- Your multi-lingual office staff are your best friends.
- Written information should be completed well enough in advance to be translated if at all possible.
  - Google Translate will do in a pinch, but is not the best.
- Support at home is essential, and calling is the fastest way to get that quick parent contact.
  - Language Line – Costs between $2-$3 per minute, paid by district.
  - Email, school newsletter, written copies.
...and now I’m expected to give a concert?

- Play piano with the students.
- Interpreters at concerts
How do I get them to continue in junior high music?

- Vertical matriculation has to be a priority.
  - We want this to be a lifelong pursuit.

- It’s the job of the junior high director to “pull” them into junior high and “push” them to high school.

- Feeder concerts before course registration.
What does it all mean?

- Title one schools present unique challenges and require tenacity on your part.
- Relationships with students and parents may need to be modified, but solid instrumental programs can certainly be built.
- Music may be, for some of these students, the only reason they come to school.
Comments/Questions?

- Ann Haenfler – Band and General Music at Irving Elementary, Band at Holmes Elementary
  - achaenfler@mpsaz.org

- Michele Kalo – Director of Bands and Music Technology, Taylor Junior High
  - mckalo@mpsaz.org

- Todd Livingston – Director of Bands, Kino Junior High and Edison Elementary
  - jtlivingston@mpsaz.org