

Selmer Paris

Bach

C.G. Conn

Leblanc

Glaesel

Yanagisawa

Scherl & Roth

William Lewis & Son

Musser

Holton

King

Please Welcome our
November VIP's

Robert Floyd
Executive Director
Texas Music Educators
Association (TMEA)

Mike Brashear
Executive Director
Texas Bandmasters
Association (TBA)



Links

www.csinstitute.org

www.conn-selmer.com

www.namm.org

www.nafme.org

www.amparents.org



Conn Selmer

Division of Education Newsletter

DECEMBER 6, 2012

ISSUE #10

'Twas the Night Before The Band Director's Christmas

Written by Grant Johnston

'Twas the night before Christmas, when all through the halls, no instruments played; and silence ruled all. The stockings were hung in the band room with care, in hopes that each instrument soon would be there. The musicians were nestled all snug in their seats, with visions of music, more satisfying than sweets. With my principal in tow, we started to think, and wrote our wish list for instruments, all in black ink. When out on the field there arose such a clatter, I sprang from my desktop to see what was the matter. Away to the window I flew like a flash, tore open the shutter, and threw up the sash. The moon on the breast of the new-fallen snow gave the lustre of halftime to the objects below, when, what to my wondering eyes should appear, but a vision of performance, so desired, so dear. With some common sense, so lively and smart, I knew in a moment, I must follow my heart. More rapid than eagles, my ideas they came, I whistled and shouted and I called them by name: "Now Bach! Now Selmer! Now, Ludwig, Armstrong! On Conn! On Leblanc! On, Holton and Yani! Instrumentation glorious to all Now come to me! Come to me! Yield to my call!" As marching band music that before the hurricane fly, when it falls off a lyre, mounts to the sky so up to the super the wish list it flew, with a list of fine instruments, my band's future too. And then, in that moment, I heard in my ears, screams of excitement that brought me to tears. As I drew in my head and was turning around, I saw approval of instruments for a new "true" band sound. I shook uncontrolled, from my head to my foot, (but my clothes were all fixed with buttons stay put.) A quality sound, I would receive my desire, The composer's intent for my band would acquire! The horns, how they twinkled! The oboes, not dreary! The flutes were like gems, the tubas - how cheery! Each violin was drawn up with a bow, I was thrilled as I watched each student's eyes glow. I just pulled off a miracle, make it times three. My band got new instruments, for just a little you see. The orchestra too, new basses and celli, dazzled lovers of music with a melodic tunes deli. I was thrilled, I was pumped, a right jolly old elf, now proud of my band, proud of myself. As I raised my baton and nodded my head with Conn-Selmer the source, I had nothing to dread. I spoke not a word, but directed with vigor, beautiful notes filled the halls, and the band sound got bigger. We played sitting and standing and played marching past floats, we earned a grand band reputation and thousands of votes! I sprang to my band room, to my band gave a whistle, And away they all played, taking off like a missile. All-American High School, Conn-Selmer revealed, it's the way to improve in both concert and field. So they heard me exclaim, as all the voices did blend,

"Ask for Conn-Selmer, the sound is your friend!"

Ludwig

Armstrong

Selmer

Music Advocacy's Top Ten for Parents

1. In a 2000 survey, 73 percent of respondents agree that teens who play an instrument are less likely to have discipline problems.

- *Americans Love Making Music – And Value Music Education More Highly Than Ever*, American Music Conference, 2000.

2. Students who can perform complex rhythms can also make faster and more precise corrections in many academic and physical situations, according to the Center for Timing, Coordination, and Motor Skills.

- *Rhythm seen as key to music's evolutionary role in human intellectual development*, Center for Timing, Coordination, and Motor Skills, 2000.

3. A ten-year study indicates that students who study music achieve higher test scores, regardless of socioeconomic background.

- Dr. James Catterall, UCLA.

4. A 1997 study of elementary students in an arts-based program concluded that students' math test scores rose as their time in arts education classes increased.

- "Arts Exposure and Class Performance," *Phi Delta Kappan*, October, 1998.

5. First-grade students who had daily music instruction scored higher on creativity tests than a control group without music instruction.

- K.L. Wolff, *The Effects of General Music Education on the Academic Achievement, Perceptual-Motor Development, Creative Thinking, and School Attendance of First-Grade Children*, 1992.

6. In a Scottish study, one group of elementary students received musical training, while another other group received an equal amount of discussion skills training. After six (6) months, the students in the music group achieved a significant increase in reading test scores, while the reading test scores of the discussion skills group did not change.

- Sheila Douglas and Peter Willatts, *Journal of Research in Reading*, 1994.

7. According to a 1991 study, students in schools with arts-focused curriculums reported significantly more positive perceptions about their academic abilities than students in a comparison group.

- Pamela Aschbacher and Joan Herman, *The Humanitas Program Evaluation*, 1991.

8. Students who are rhythmically skilled also tend to better plan, sequence, and coordinate actions in their daily lives.

- "Cassily Column," *TCAMS Professional Resource Center*, 2000.

9. In a 1999 Columbia University study, students in the arts are found to be more cooperative with teachers and peers, more self-confident, and better able to express their ideas. These benefits exist across socioeconomic levels.

- The Arts Education Partnership, 1999.

10. College admissions officers continue to cite participation in music as an important factor in making admissions decisions. They claim that music participation demonstrates time management, creativity, expression, and open-mindedness.

- Carl Hartman, "Arts May Improve Students' Grades," *The Associated Press*, October, 1999.

Essential
Music Advocacy



Below is a wonderful website that is a great example of how to get music advocacy out into the community. The band director is Steve Nendza from Jack Hille Middle School in Oak Forest, Illinois. He is one of the guest speakers for the NAMM Live from Midwest teleconference on Thursday, December 20, 2012. This website contains articles, clips, etc. on advocacy located on the right hand side for students, parents and teachers to view. Listed below is Jack Hille's Band website link and some of the links located on the website.

<http://hilleband.wikispaces.com/>
(Middle School in Illinois, Director, Steve Nendza)

<http://abcnews.go.com/blogs/health/2012/08/21/music-lessons-linked-to-lasting-brain-benefits/>
(Current research about the impact of music later in life.)

<http://www.ranker.com/list/30-famous-people-who-once-were-in-marching-bands/robert-wabash#.Tsa4PkfsVII.facebook>
(30 Famous People Who Were in Band)

http://artsedresearch.typepad.com/blog/2011/10/jobsraskin.html?utm_source=dlvr.it&utm_medium=facebook&utm_campaign=Feed%3A+QuadrantArtsEdNews+%28Quadrant+Arts+Education+News+Service%29
(Steve Jobs & Jef Raskin; Apple and Why We Teach the Arts in Our Schools)

http://www.youtube.com/watch?feature=player_embedded&v=HIQ63_WoKwg
(Trombone players from around the world playing "A Song for Japan" after the tsunami. Conn-Selmer artists on the video are Christian Lindberg, David Finlayson, Megumi Kanda, and Jiggs Whigham)

<http://www.onemotion.com/flash/drum-machine/>
(Drum Machine)

<http://www.clarinetinstitute.com/index.html>
(Clarinet music, videos and recordings)

<http://seventhstring.com/tuner/tuner.html>
(Online tuner)

<http://www.noteflight.com/login>
(write you own music)

<http://hilleband.wikispaces.com/Music+Games>
(Great activities such as music flash cards; theory, rhythm and note name games; blank music paper, music quizzes, worksheets, recorder songs, Finale NotePad, etc.)

Steve Nendza

Band Director

Jack Hille Middle School, Illinois

<http://hilleband.wikispaces.com>The email address snendza@dl42.org is displayed in a black, jagged starburst shape with a white background.

Mr. Steven M. Nendza is currently in his 4th year as band director at Jack Hille Middle School in Oak Forest, IL. Under his direction the size of the band program has more than doubled, a second jazz band, a woodwind ensemble and percussion ensemble have also been added. At contest the Hille bands have earned consistent division I. In January 2012 the Hille Jazz Band performed at the Illinois Music Education Conference. Prior to Hille Mr. Nendza taught for 10 years at Deer Path Middle School in Lake Forest, IL. Students in the Deer Path Bands performed at many community events, graduate level college classes and as a demonstration ensemble at the Midwest Clinic.

Mr. Nendza is an activity clinician for concert, jazz and marching bands. He is a past guest conductor for the Illinois Music Educators Association District II & VIII Junior Division Honor Jazz Band and the District VIII Junior Division Concert Band. Mr. Nendza has also presented at the Music for All Summer Symposium, The Midwest Clinic and at VanderCook College of Music.

In 2011 he awarded the Chicagoland Outstanding Educator sponsored by Quinlan & Fabish Music Company.

Mr. Nendza is a graduate of VanderCook College of Music where here received his bachelors and masters in music education.

When he is not teaching he enjoys spending time with his wife, Darcy, and sons, Jacob (6 years) & Matthew (3 years), watching White Sox games, golfing, bowling and remodeling his home.





Snowflakes Designed by Todd Meziere
Graphics Designer at Conn-Selmer

CONTACT US ANYTIME

Division of Education

Dr. Tim Lautzenheiser

Vice President of Education

TimACT@aol.com

260-410-0717 cell

Jennifer L. Grice

Director of Education & Outreach

jgrice@conn-selmer.com

859-351-2987 cell 574-523-0651 office

Kendra Ellington Nafziger

VIP Coordinator

knafziger@conn-selmer.com

574-323-6258 cell 574-523-0629 office

Grant Johnston

Executive Administrator

gjohnston@conn-selmer.com

574-523-0701 office

