

Name \_\_\_\_\_

Preferred Pronouns \_\_\_\_\_

*list if desired*

### Who Are You?

We all come to this class from different backgrounds: different primary instruments, different band or orchestra programs, and different experiences in tech courses. This packet is designed to help your instructor better understand your previous experiences in music education.

1. Describe the band/orchestra program in your home school district. How many and what type of ensembles did you have and participate in? How many directors? When did you start playing your instrument?

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2. Rank your level of comfort (1-4 or 1-5) on each of the instruments below based on your experiences in tech courses and other prior experience.

**BRASS**

- \_\_\_ Trumpet
- \_\_\_ Horn
- \_\_\_ Trombone
- \_\_\_ Euphonium
- \_\_\_ Tuba

**WOODWINDS**

- \_\_\_ Flute
- \_\_\_ Oboe
- \_\_\_ Bassoon
- \_\_\_ Clarinet
- \_\_\_ Saxophone

**PERCUSSION**

- \_\_\_ Snare Drum
- \_\_\_ Keyboard Instruments
- \_\_\_ Timpani
- \_\_\_ Accessories
- \_\_\_ Drumset

**STRINGS**

- \_\_\_ Violin
- \_\_\_ Viola
- \_\_\_ Cello
- \_\_\_ Bass

3. Complete the sentences below.

- a. My most comfortable secondary is \_\_\_\_\_.
- b. My least comfortable secondary is \_\_\_\_\_.

4. Rank the statements below.

a. I am familiar with composing a lesson plan with measurable student learning outcomes.

1	2	3	4	5
Not familiar				Very familiar

b. I am familiar with state and national music standards and how to connect them to a lesson plan.

1	2	3	4	5
Not familiar				Very familiar

## What Do You Know?

Answer the questions below to the best of your ability, based on prior instruction and experiences.

1. Circle the appropriate key for each instrument.

Flute C F Bb Eb	Oboe C F Bb Eb	English Horn C F Bb Eb	Bassoon C F Bb Eb
Soprano Clarinet C F Bb Eb	Alto Clarinet C F Bb Eb	Bass Clarinet C F Bb Eb	Soprano Saxophone C F Bb Eb
Alto Saxophone C F Bb Eb	Tenor Saxophone C F Bb Eb	Baritone Saxophone C F Bb Eb	Trumpet C F Bb Eb
French Horn C F Bb Eb	Trombone C F Bb Eb	Euphonium C F Bb Eb	Tuba C F Bb Eb

2. Provide a succinct, three step process for setting up embouchures for the clarinet:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

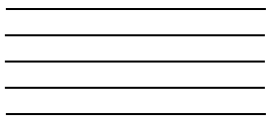
3. A trombone student is struggling to produce a full sound. Describe three possible reasons and practical solutions for each reason. Consider posture, playing position, and embouchure.

Error	Solution

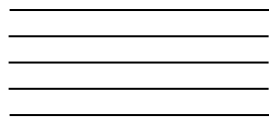
4. Provide three common playing position errors in beginner violin, and how you can correct them. Consider the left hand, right hand, and posture.

Error	Solution

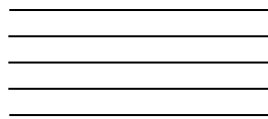
5. Provide your goal for students' range on the following instruments after two years of study.



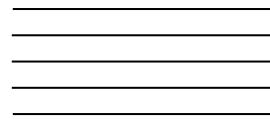
FLUTE



CLARINET



TRUMPET



TROMBONE

6. There are two students in the back row continuously talking through rehearsal. What are three instructional and/or classroom management strategies you can use to address this issue?

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7. Your principal trumpet player, who has many solos on your concert, has fallen ill the morning of concert festival. You need your other trumpets on their section parts. For which instrument can you most successfully rewrite the solos, and why? Consider range, timbre, ability, and the idiom of each instrument.

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## Why Are You Here?

Take a moment to reflect on the following questions before answering.

1. Think back to when you first began playing your instrument. What got you started? Why did you start?

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2. Was/is there a music educator in your life who was/is particularly impactful? Describe that person. What kind of personality traits do they have? How do they approach life?

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3. The 5 Whys: Utilize this technique to discover the root of your "why." When you repeatedly ask "why," you move beyond the "nuts and bolts" of our profession and gain a greater understanding of your motivation. Be reflective and thoughtful; glossing over this exercise will only achieve a surface level result.

Why are you pursuing music education?

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Why is that?

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Why is that?

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Why is that?

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Why is that?

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Refer to your answer to the above question (the last "why") frequently as a reminder of **why you are here.**