

# The Vault

MSOE Weekly Newsletter

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## In This Issue...

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## COMING UP:

**Saturday, April 20:**  
MSOE Final Concert!

## SHOUT OUT!

Shoutout #2 to Connor Marsh for his incredible capability to vary the classroom experience. How many classes have you gone to where Virtual Reality was the focal point of learning? The future is now and Connor is at the forefront! Great job at the Carnival last weekend!

-Austin Lowder

## THE POWER OF POSITIVE FEEDBACK

One of the most important lessons that I've learned during MSOE this year is the power of positive feedback. During one of our meetings a guest artist discussed how she used positive feedback and, in reflecting on my own teaching, I realized that I did not. Every week since, complimenting the students on their growth and acknowledging their accomplishments has been one of my primary focuses. Most recently, the violin section played a section with a confident off-the-string stroke, something that even collegiate students can struggle with. Watching them do so caused a smile to come over my face. I may have even cheered. When the students saw me this way they also began smiling. The energy continued to grow and become more and more productive because the kids knew that they were making progress. Students mirror the energy that you put out, so put out positivity.

-Corban Green, Violin Teaching Artist



Thank you for a successful 2019 Carnival!-MSOE Directors

## A COMMUNITY OF LEARNING

The learning environment a teacher creates for students is essential to their success. It is hard to progress musically without first establishing a community. As educators, we should focus on building a community in our classrooms where students feel safe to take risks and safe to be themselves. One of the most important ingredients for establishing a community is trust. Students will follow you if they trust you, but trust is a two-way street. If we seek to receive trust from our students, we must model that same trust towards them. Allow students the opportunity to get to know you and each other in class. As students share their lives and interact they will begin to place confidence in each other and in you.

-Sydney Brown, Trumpet Teaching Artist



## On A Personal Note...

### Connecting With Students

I find it easiest to teach with a holistic approach in the classroom. Everyone is an individual with their own unique capabilities, feelings, and preferences when it comes to learning. I cannot stress the importance of knowing each of your students. Even in a setting such as MSOE, where you only see the students once a week, you should find time to talk to your students to get a sense of what's going on. Ask how their week was in school, ask them what sports they play, or what books they're reading. I know it sounds silly, but I made it my goal to learn all of my student's favorite cereal's. It could be something completely arbitrary, but the fact that you go out of your way to make the effort means everything. Knowing your students will help you to individualize the learning process in the classroom in order to make things move along as efficiently as possible. Using positive rapport in the classroom is unbelievably beneficial and improves not only the student's teachability, but their willingness and responsiveness to learning.

-Austin Lowder,  
Trumpet Teaching Artist



## ACCOUNTABILITY

Make sure that students are held responsible for providing feedback to themselves and others. If you ask them to turn to a partner and provide feedback, make sure that they also share it out in the large group setting so that you know that they are staying on task and not using that time to chat about non-MSOE things.

-Corban Green



# BE OUR GUESTS!

**DAN BELL** has taught for 30 years in the districts of Fort Lupton (CO), Rangeview HS (Aurora), and Cheyenne Mountain (Colorado Springs) as a high school assistant and junior high band director. Mr. Bell is a proud University of Iowa and Colorado State University alumni. In the past 18 years, Mr. Bell's jazz band and symphonic band have performed for the Colorado Music Educator's Clinic/Conference eleven times, and this year the band will present a clinic on proper fundamentals to build a successful band. The Cheyenne Mountain JH Symphonic Band was a featured band at the 2007 American School Band Director's Association (ASBDA) national convention in Colorado Springs. The symphonic band was a featured group at the UNC Conducting Symposium held on 1/13/17 at UNC in Greeley, where they got to work with famed composer and band method book author Bruce Pearson. Mr. Bell conducts the musicals at Cheyenne Mountain High School, performs in the Pikes Peak region as a freelance trumpet player, and is 2<sup>nd</sup> trumpet in the Chamber Orchestra of the Springs.



## TIM DAILEY

I began my teaching career in 2014 and am now in my second year as the Head Band Director at Horizon High School! This year I am teaching three big band style jazz bands, our

150 member Marching Hawks, Symponic Band, and Wind Ensemble. You'll also see me at the Basketball Games running our super high energy Horizon Pep Band, and in the Spring Musical conducting the pit orchestra. I am all about student connections and fostering our band family community at Horizon. We always strive for excellence, to improve every single day, and to make great music for all to enjoy! Outside of Horizon, I perform across the Denver Metro Area with the Rocky Mountain Brassworks, the Colorado Brass, and freelance on the French Horn.

**DR. T. ANDRE FEAGIN** is the assistant director of bands and assistant professor of music at Colorado State University. At CSU his job duties include serving as conductor of the Symphonic Band, director of the CSU Marching Band, Presidential Pep Band, and Basketball Pep Band. In addition, he teaches courses in undergraduate conducting and marching band techniques. Prior to this appointment, he served as director of bands at Coastal Carolina University (SC) and associate director of bands at the University of Texas at El Paso. His public-school teaching experience include serving as director of bands at Watkins Overton High School for the Creative and Performing Arts (Tennessee). Dr. Feagin holds a Doctor of Musical Arts degree in wind conducting from the University of Arizona Fred Fox School of Music, a Master of Music degree in wind conducting, and a Bachelor of Music in performance from the University of Memphis Rudi E. Scheidt School of Music. He is grateful for the many mentors throughout his life that have shaped his passion for teaching and music. Among them are Gregg I. Hanson, Thomas Cockrell, Bruce Chamberlain, Eugene Migliaro Corporon, Kraig Alan Williams, James Gholson, Denise Gainey, and Steven Cohen. Dr. Feagin holds professional memberships in the National Association for Music Education, College Band Directors National Association, World Association of Symphonic Band and Ensembles, Minority Band Directors Association, Patron of Mu Phi Epsilon, and honorary memberships in both Tau Beta Sigma and Phi Mu Alpha Sinfonia.



## Quotes of the Week

**"If you change the way you look at things, the things you look at change."** - Wayne Dyer

*Contributed by Sydney Brown*

**"It's hard being atmospheric all the time."** - Wes Kenney

*Contributed by Corban Green*

**"We make a living by what we get, but we make a life by what we give."** ~Winston Churchill

*Contributed by Austin Lowder*

## **SHOUT OUT!**

Big shout out to the UPDs and GTAs for the time that they take behind the scenes to make sure that MSOE runs smoothly. It's difficult to thank you with specificity due to the fact that we don't see most of what you do, but please know that it is appreciated by all of us.

-Corban Green



*Contributed by Austin Lowder*

*The VAULT Presents....*

# TEACHER'S TOOL BOX

*A collection of all teaching knowledge gathered in the 2019 season, in six words or less (a work in progress)*

Talk less, play more  
Sing it, finger, play it  
#MODELIT

Teach the person, not the [instrument] player

Start at the bottom of the pyramid

Lead with a musical action

Students determine objectives

Students count off

Put students in charge

Concise Feedback

Share the objectives

Praise positive behavior

"Good" is not good enough feedback

Build on small successes

What can you communicate nonverbally?

Pass the "Angry Birds" test

No such thing as an "Arts Emergency"!

Learn (and steal!) from your teaching peers

Give more than you get

Use variety to maintain engagement

Give technique musical purpose

Help students create helpful habits

Wherever you put the bar, students will reach it!

Reflect on self, process, student impact

Provide the structure that students crave

Know what to say before you cut off

Find new ways to say the same thing

Connect with every student

Stop it, say it, move on

Connect warm ups to repertoire

You're teaching when you're not teaching

Don't say something is "Hard"

They don't care what you know until  
they know that you care

Be able to answer "WHY?"

Describe what "body action" needs to happen

Ask students to be their own musician

Take it apart, put it back together

Develop "proactive reactivity"

LISTEN and Think before you speak

**....WHAT ELSE?**

**Do YOU have a tip that belongs in the toolbox? Let us know!**

Email the editor at [casey.lawson@colostate.edu](mailto:casey.lawson@colostate.edu)

# MSOE MISSION STATEMENT:

**The purpose of CSU's Middle School Outreach Ensembles are to provide arts education that promotes a mindset of global citizenship and social justice through cultivating consciousness.**

*The MSOE Program is made possible by the generous support of private donors and Dr. Dan Goble, Director of the School of Music, Theatre, and Dance. We are so grateful for your support!*



## Contact Us

Questions? Comments? Concerns?

Submissions? Send them to:

[casey.lawson@colostate.edu](mailto:casey.lawson@colostate.edu)

