

Michquelena Potlunas Ferguson, Ph.D. Student
The Pennsylvania State University
107 O. Richard Bundy Blue Band Building
University Park, PA 16802
mmp213@psu.edu

Directors' Attitudes Towards Teaching Musicianship in a Collegiate Athletic Band Setting

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Abstract

Research suggests that participation in music, and specifically collegiate athletic bands such as marching bands and pep bands, is positively viewed for its intrapersonal benefits to the student and the college community as an organization. Musicianship has been focused upon in a great deal of the formal wind band literature, however, a paucity of research of this inclusion of musicianship exists in the athletic band setting. The purpose of this study was to describe directors' perceived effects of combined music major and non-music major participation in university-sponsored athletic bands on the pedagogical approaches used to build musicianship. College athletic band directors ($n=91$) were surveyed about their attitudes towards including musicianship into their athletic band ensembles, their pedagogical attitudes towards instructing both music majors and non-majors concurrently, and their professional goals. The most frequently reported incorporated performance techniques were the daily incorporations of performing with accurate rhythms, pitch, dynamics, and an appropriate ensemble balance. The participant responses suggested a neutral attitude towards changing pedagogical and recruitment techniques for mixed-ability athletic ensembles. When comparing the educational background and personal goals of the director participants, wind conductors reported higher frequency of incorporation of musicianship techniques than music educators and those who reported a desire to remain in the same position and at the same university over the next five years also reported a higher frequency of incorporation of musicianship techniques.

Garofalo's (1983) "Blueprint for Band"

- The purpose of Garofalo's "Blueprint of Objectives" was to provide a "blueprint" or outline of objectives for the wind band conductor.
- This study sought to find out collegiate band directors' attitudes towards incorporating these performance techniques into the athletic band setting, which included marching or pep bands.
 - The important aspects of the "Blueprint" considered in this study:
 - Understanding structural elements of music
 - Pitch
 - Rhythm
 - Timbre
 - Dynamics
 - Texture
 - Form
 - Knowledge of music as a creative art form in a historical context
 - Historical background of the piece
 - Composer/arranger information
 - Appropriate stylistic playing
 - Skills
 - Aural skills
 - Sight reading skills

Reference:

Garofalo, R. J. (1983). *Blueprint for band: a guide to teaching comprehensive musicianship through school band performance*. Ft. Lauderdale, FL: Meredith Music.