

A Teacher's Approach to Musical Leadership

- Coaching people in general – main focus is fixing, evaluating, etc .but what about the relationship you're building?
- Teaching to the whole "child" (or member), not just the content

What does differentiation mean to you? What it means in the classroom...how that translates to your chorus (or quartet)

- How are you reaching your low members?
- How are you reaching your high members?
- How does this affect membership retention and growth?

How do you keep your members engaged?

- Learning styles
- Effective rehearsals/planning
- How much is the director/section leader responsible?

"Real Life" situations and examples:

- PVI's/Coaching
- Sectionals
- Rehearsals

How do we handle "behavior problems?"

- Redirecting their energy
- Non-emotional and/or "positive" conversation to address the behavior
- Refer to guidelines and expectations within the chorus
- Examples you've dealt with?