

# INSPIRING A LOVE OF MUSIC

FRANK BATTISTI • SCOTT RUSH

Roy Holder • Beth Reed  
Jeff Scott • Andy Sealy • James Stephenson



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## I. The Quest to Determine What Strategies Are Being Used to Inspire a Love for Music and Music Making in Band and Orchestra Rehearsal Rooms

## II. The Eleven Questions

1. Describe what music means to you.
2. What should the making of music do for young students?
3. Describe the musical experience you provided for your students in teaching.
4. What strategies do you employ to help students understand and feel/experience the “expressive power of music”?
5. Since “listening” is such a critical element in the discovery and making of music, do you have specific strategies you use to develop this important skill with students?
6. How do you select music to use in your teaching? Do you employ a criterion? If so, what are the priority factors in your evaluation and selection?
7. Name ten musical compositions you have used to create meaningful expressive music-making experiences for your students.
8. Are students offered opportunities to comment on the music selected for study, rehearsal, or performance?
9. Are students given the opportunity to comment and offer suggestions for how the music is interpreted? Provide examples.
10. What other opportunities for creativity do you provide for your students within the music-making process?
11. How do you evaluate the comprehensive musical development of your students?

### III. The Responses of 20 Master Music Educators

Sarah Ball	Ed Lisk
Scott Casagrande	Steve Massey
Lafe Cook	Beth Reed
Chuck Cushinery	Jeff Scott
Roy Holder	Andy Sealy
Mike Howard	Christopher Selby
Chadwick Kamei	Kim Shuttlesworth
Alex Kaminsky	Susan Waters
Diane Koutsoulis	Alfred Watkins
Scott Laird	Darcy Vogt Williams

**Frank Battisti, Conductor Emeritus, New England Conservatory of Music**  
*How MUSIC Affects Young People*

**James Stephenson, Composer**  
*Expressing What Can't Be Expressed Through Words or Notation...*

**Roy Holder, Director Emeritus, Lake Braddock Schools, Virginia**  
*The Selection of Quality Music*

**Beth Reed, Executive Director of the National String Project Consortium**  
*The Expressive Power of Music*

**Andy Sealy, Director of Bands, Hebron High School, Texas**  
*The Importance of Singing, Chamber Ensembles, and Solo Repertoire*

**Jeff Scott, Director of Bands, Cario Middle School, South Carolina**  
*Directing Students to Know What to Listen for in Music*

**Scott Rush, Director Emeritus, Wando High School, South Carolina**  
*The Collaborative Process*

**Frank Battisti**  
*Final Thoughts*

### *How MUSIC Affects Young People*

Music is the “Art of Sound.” When sound is embellished by human feelings and ideas, it is transformed into music. Every sound/note produced in making music should be motivated by a desire to express a thought or a feeling. Expressive and insightful music making provokes rich spiritual, emotional, and intellectual responses in the hearts and minds of performers and listeners.

### *Expressing What Can’t Be Expressed Through Words or Notation*

Transforming “notes” into expressive music – When a conductor looks at a score or when a player looks at a part, the performer is facing a composer’s symbolic notation of a piece. This notation is incapable of expressing the composer’s original authentic musical conception. Only through the use of imagination can the conductor/player discover and create a performance they believe expresses what the composer intended.

### *The Selection of Quality Music*

Composer-conductor Pierre Boulez stated that he had no interest in music that did not provoke questions—he was interested only in music that challenged and demanded something of the performer and listener. The potential for students to develop high musical taste, values, and appreciation is much greater if they perform and consume music of artistic merit. (We are what we eat—we are what we consume).

### *The Expressive Power of Music*

We use words such as artistry, nuance, interpretation, style, beauty, shape, emotion, and mood to describe expressive qualities within music. The goal of musical performance should be realizing the expressive intent of what’s “inside the notes”—not just sounding them perfectly! Insightful and expressive music making stimulates experiences that affect both the heart and mind.

### *The Importance of Singing, Chamber Ensembles, and Solo Repertoire*

As music educators, we are charged with teaching music—teaching music as an Art. Band, orchestra, chamber ensembles, jazz ensemble, choir, etc., are the mediums through which we can teach the Art of Music. However, they are not the subject—MUSIC IS THE SUBJECT!

## *Directing Students to Know What to Listen for in Music*

Music is a listening art. It allows one to discover and explore new ways of expression and communication. Responding to what one hears and reacting to it creates a musical story that touches the human spirit and makes the music “come to life.”

## *The Collaborative Process*

The conductor and players “commingle” their ideas and feelings about the music they recreate and play in the collaborative musical experience. This requires everyone to function in various “roles” in the formation of an interpretation/performance that represents what they believe the composer wanted and is embodied in the piece’s notation.

Abilities needed to collaborate in music making for both conductor and players:

1. Knowledge about the composer and the work to be rehearsed and performed
2. Jointly formed interpretation of the piece
3. Ability to constantly listen to each other in rehearsals and at performances
4. Ability to watch and direct eyes towards the conductor or the player who is “leading” the music making at the time
5. Ability to adapt to changing roles either as a leading or supportive voice

Collaboration is intuitive—the longer musicians perform together, the more innate the responses become. Because music can be created and re-created with different interpretations and meaning, establishing a rehearsal environment of collaboration means some musical exploration is required. Students should be free to discover music in every phrase, realizing that the notation is nothing more than ink on a page. They also should be encouraged to use descriptive words and phrases to express musical intent. The collaborative refinement of musical ideas yields epiphany moments of clarity and unity.

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“Music means that we can express together, experience emotions together, and affect the human spirit on a deep level.”

—Darcy Vogt Williams, Director of Bands, Stiles Middle School

“Giving students the tools and energy to express themselves and make creative decisions in their own music making is key to the education of the ‘whole person.’”

—Mike Howard, Former Director of Bands, Vandegrift High School

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“I couldn’t rehearse *Music for Prague 1968* for long periods of time because it took the mind and emotions of students to a dark place. It did, however, help students discover how intertwined emotions are with music.”

—Alfred Watkins, Former Director of Bands, Lassiter High School

“Music is a culturally significant action that needs to be cultivated so that society can communicate and express their humanity.”

—Chadwick Kamei, Director of Bands, Pearl City High School

“The making of music for young students should include a multitude of experiences. Many are tangible and others are intangible. Music can create confidence in a player, it can allow for creative expression, and it can allow an escape for a student who may need it at a critical time in their life.”

—Kim Shuttlesworth, Director of Bands, Coppell High School

“Music is an art form that expresses a wide range of human feelings and emotions. Based on ‘song’ and ‘dance,’ it can help us connect with our own inner spirit and soul.”

—Stephen Massey, Former Director of Bands, Foxboro Public Schools

“I endeavor, every day, to provide engaging musical experiences for my students. I want students to think deeply about not only the technical aspects of music, but also the more abstract aspects of music making.”

—Scott Laird, Director of Orchestras, NC School of Science and Math

“Making music should be fun. It should be something that teaches them collaboration, shows students the benefits of hard work, allows them to set goals and belong and experience something bigger than themselves.”

—Sarah Ball, Director of String Orchestras, North Gwinnett Middle School

“I strive to provide a wide range of experiences for students. Each concert we perform includes music in various styles, some of which the students had a part in selecting. In rehearsals, I also try to weave in life lessons by helping them achieve things they thought they could never achieve.”

—Susan Waters, Former Director of Bands, Oliver Middle School

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“Music makes students well-rounded, sensitive, and encourages the formation of depth in their personality. It provides an artistic experience to share with others.”

—Scott Casagrande, Former Director of Bands, John Hersey High School

“My instructional priorities were based on literature selection that allowed students to become immersed in the harmonic and lyrical qualities of beauty and expression, coupled with the sensitivity of feelings. In addition to our advanced literature, I provided a program with carefully selected literature focusing on the beauty and flow of lyrical and melodic lines.”

—Ed Lisk, Former Director of Bands, Oswego Public Schools

“I believe that the approach we use has led to a greater degree of student musical decision making. These decisions are made in real time as the music is played, as opposed to the expressive components being gradually added over time under the direction of the teacher.”

—Lafe Cook, Director of Bands, Dobyns-Bennett High School

“When I use words to describe what music means to me, my answer cannot and will not do justice to music. I don’t know what it really means to me in words, but I know that I love the way it makes me feel.”

—Christopher Selby, Director of Orchestras, Charleston School of the Arts

“Music is an art form that allows us to continually create even after a work is created. It is an art that allows us to evolve and grow. It is an art in which we can completely immerse ourselves in its transformative power.”

—Diane Koutsoulis, Former Director of Bands, Green Valley High School

“Making music should create both an internal and external awareness of the world in which the student lives. This applies to all who make music, not just a subset limited by age.”

—Charles Cushinery, Director of Orchestras, Ed. W. Clark High School

“Music and music making is nourishment to the soul. The power of music is profound because it speaks to us in ways words simply cannot, tapping into both our intellect and emotions simultaneously.”

—Alex Kaminsky, Director of Bands, VanderCook College of Music

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# INSPIRING A LOVE OF MUSIC

Ideas, Insights, and Strategies from Successful High School and Middle School Instrumental Music Educators and Ensemble Directors

FRANK BATTISTI  
SCOTT RUSH

Throughout this edition, you will read numerous accounts by some of the most accomplished and experienced music-makers in the profession. Through the use of imaginative, collaborative music making strategies, they provide students with meaningful musical experiences that illuminate the magical and expressive power of music.

"Everyone in the group is involved in selecting the repertoire."

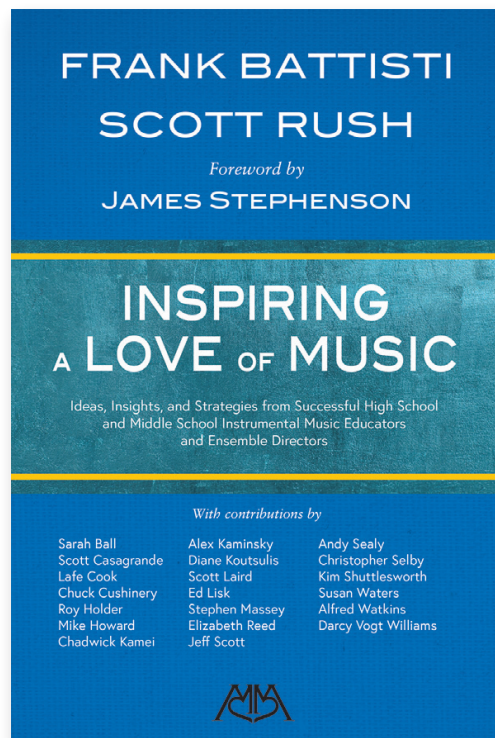
—Dr. Charles Cushinery, Director of Orchestras,  
Ed W. Clark High School, Las Vegas, Nevada

"As conductors, we are generally good at telling players what is wrong, but not always good at telling them when they do what we want."

—Roy Holder, former Director of Bands,  
Lake Braddock Secondary School, Burke, Virginia

"Giving students the tools and energy to express themselves and make creative decisions in their own music-making is key to the education of the 'whole person.'"

—Mike Howard, Director of Bands  
Vandegrift High School, Austin, Texas



"For some of my students, making music gives them a place to belong, a sense of value, or a means to learn self-esteem."

—Jeff Scott, Director of Bands,  
Cario Middle School, Mount Pleasant,  
South Carolina

"Music can stimulate imagination and creativity. It is the ultimate form of self-expression."

—Alfred Watkins, former Director of Bands,  
Lassiter High School, Marietta, Georgia

"Music means that we can express together, experience emotions together, and affect the human spirit on a deep level."

—Darcy Vogt Williams, Director of Bands,  
Stiles Middle School, Leander, Texas

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