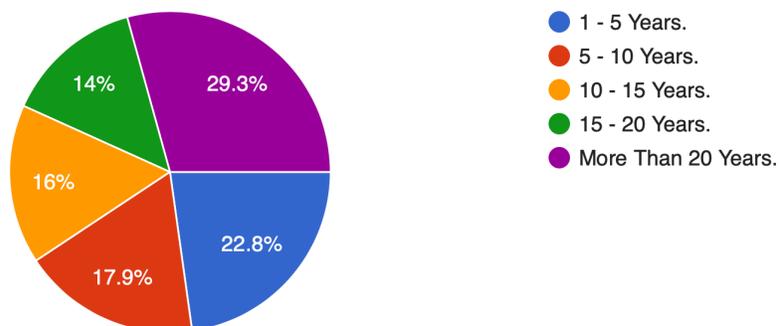


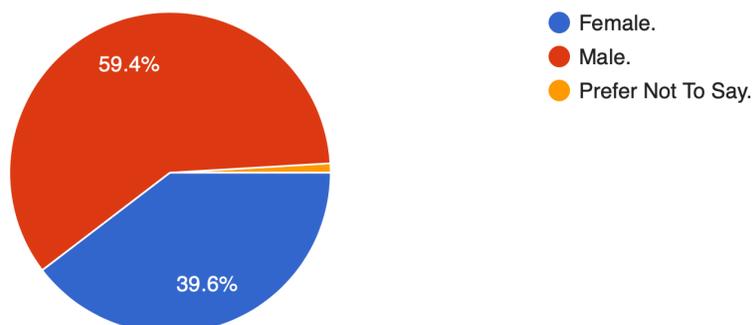
How Many Years Have You Been A Music Educator?

430 responses



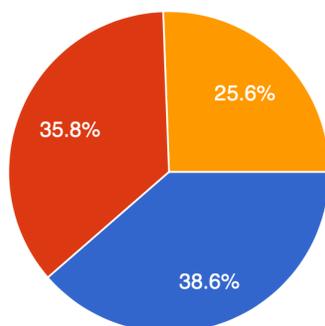
Please Indicate Your Gender:

429 responses



At What Level(s) Do You Teach:

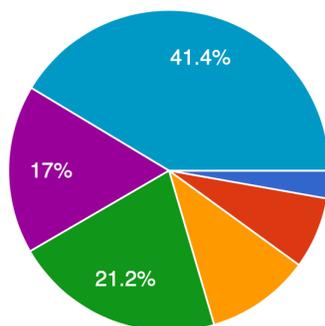
430 responses



- Middle School.
- High School.
- Both Middle School & High School.

In How Many Concerts Will The Average Student Perform Over The Length Of Time They Are In Your Band Program?

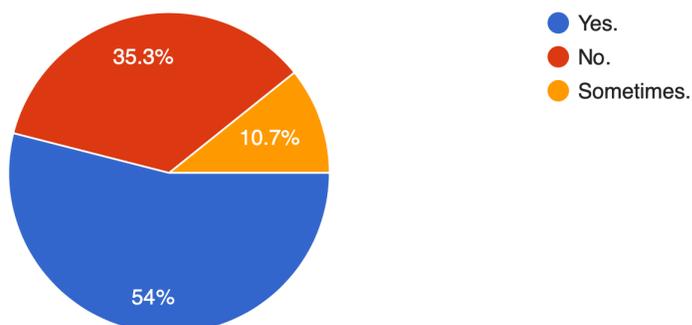
430 responses



- One to Three Concerts.
- Four to Six Concerts.
- Seven to Nine Concerts.
- Ten to Twelve Concerts.
- Thirteen to Fifteen Concerts.
- More Than Fifteen Concerts.

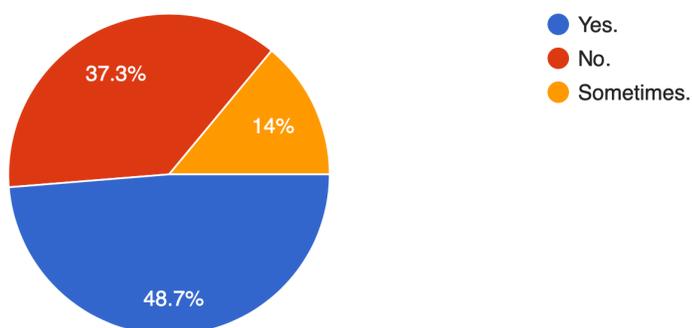
Is Your First Concert Of The Academic Year With Your Concert Band In The Fall?

428 responses



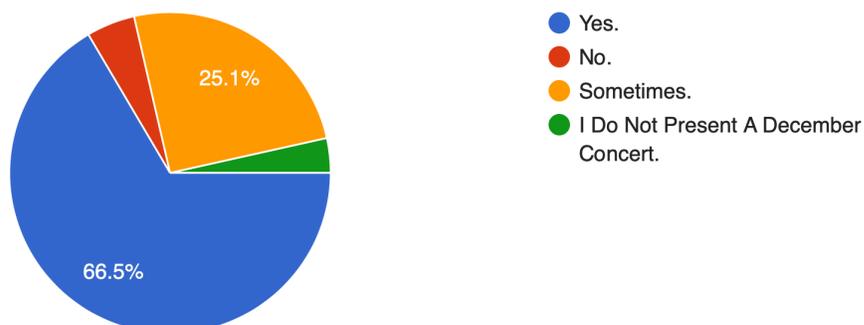
Is Your First Concert Of The Academic Year With Your Concert Band A December Concert?

429 responses



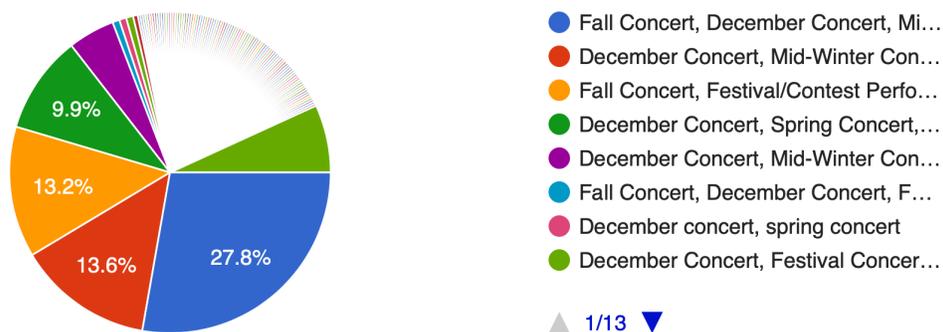
If You Present A December Concert, Do You Program Holiday Literature For That Concert?

430 responses



Which Of The Following Most Closely Resembles Your Concert Season:

425 responses



Top Five Survey Responses:

27.8% - Fall Concert, December Concert, Mid-Winter Concert, Festival Concert, Spring Concert.

13.6% - December Concert, Mid-Winter Concert, Festival Concert, Pops Concert.

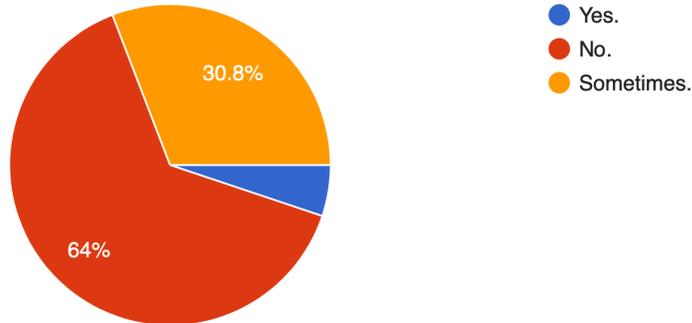
13.2% - Fall Concert, Festival/Contest Performance, End-of-Year Concert.

9.9% - December Concert, Spring Concert, Pops Concert.

4.7% - December Concert, Mid-Winter Concert, Festival Concert, Spring Concert, Pops Concert.

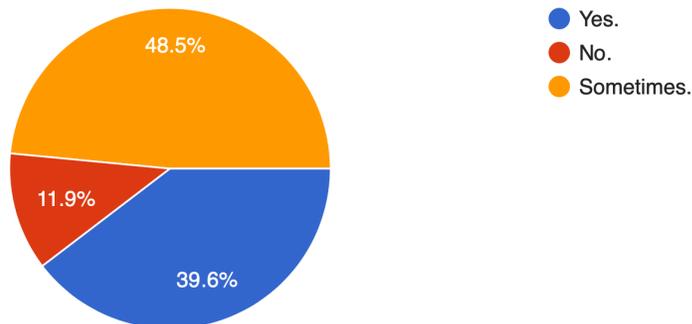
Do You Repeat Pieces Of Music During Your Concert Season?

428 responses



Do You Allow For Student Suggestions & Input In Your Concert Programming?

429 responses



If You Do Allow For Student Suggestions & Input In Your Concert Programming, Please Describe How You Go About This?

Not really

Students select repertoire from a pre-screened set of music options

If they have heard something they like and suggest it, I am Open to it.

Play through pieces/listen to recordings.

We have a discussion board on Canvas where kids and directors post titles and recordings for us to listen to and respond to. We discuss for three weeks, narrow down to three or four selections sight-read them and then decide which, if any, we want to play that academic year.

Nothing formal. Talking to them. They know good repertoire.

MUSIC EDUCATOR PROGRAMMING PRACTICES SURVEY – JANUARY, 2019 – 430 RESPONSES

I may allow students to vote if I'm on the fence between a limited number of pieces and allow the group to decide

We sight-read two pieces that I've selected and then they pick one from the two. I pick the rest of the program.

Google form while searching for other sight for music ideas

A student will privately suggest a selection.

I would never allow students to be involved in this process, any more than their math teacher would allow them to choose what they learn in THAT class.

For at least one concert each year, I give them options, usually 2-3. We listen to them and they indicate their preference. In my end of the year survey (band is year-long), I ask them for any pieces that they'd like to see performed (again, usually 2-3 suggestions).

Informal discussion

Most of the interest is in a work that they have heard previously by a former group. (I.e. 8th graders inspired by "Aurora Awakes" wanted to play it this year as seniors.)

Google form

Sometimes students suggest pieces. I always seek their opinion of a piece we are considering after we have sight read it. Sometimes they choose between a few pieces.

We sight read a lot. Students usually pick what they want to play from the sight reading and then decide the order we play at the concert.

Voting on pieces I have chosen, allowing them to suggest pieces, surveys about their musical interests
Several way. I often choose several songs that I think would work well for us and then let them choose after sight reading them. For the pops concert, I let them make suggestions of what they would like and then ratify and honor some of them.

Discretionary asking

I will often sightread pieces of music before officially selecting them as concert selections, and I may take a student vote into consideration, though I have ultimate say over the final selections.

I pick the pieces I want to do then play them for the kids against really bad literature or ones I know they will veto and they feel like they picked them.

Sometimes if there is a movie music request and the group can handle playing it.

I pre-approved pieces and let them select for pops concert only

I put together a list and have them choose from the list. I usually put things into categories and then will have the kids vote in google forms. I then put together a program that "makes sense" based on student feedback.

They can choose/vote from pieces from our music library.

I let a senior pick out a piece to conduct occasionally and sometimes allow my jazz bands to participate in the discussion of what is best to move forward with since we read so much.

Typically only one piece per concert. I will play recordings of a few selections that I've chosen and let them decide without knowing title or any other information about the piece.

We'll sight read several pieces of music and they get to choose 1-2 pieces from that selection of songs for the spring concert.

If they enjoyed a particular work I will ask them to listen to other works by that composer and make recommendations

I pick several songs the group can handle based on. Strengths and weaknesses of the ensemble, play through them and the students determine which ones they would like to play

Class vote to pick music

I always ask for the students' "take" on a piece after the reading. If they hate it, I probably won't be able to change their minds.

Mainly if I hear them talk about music.

N/A

MUSIC EDUCATOR PROGRAMMING PRACTICES SURVEY – JANUARY, 2019 – 430 RESPONSES

I will give them links to JW Pepper with filters I have selected and let them suggest songs.

I let the students listen to recordings of songs I recommend and get their opinions on them. Occasionally they will find a song online and if I feel it's playable then we may do it.

For some concerts, Students help to select theme for the concert and sometimes suggest pieces. I pick pieces that I feel are appropriate from that list, but usually too many to perform. When concert gets closer, we have a discussion about what to program based on our audience, student preparedness, and time allotted. Festival/Contest pieces are selected by me.

Required listening for students through Schoology—polls for voting

I allow my 8th graders decide on one piece for their last concert out of ideas that I give them. If I am torn between two pieces we will listen or sight read them and they will decide.

Present a few options and students vote between them.

I post links to music dealer websites in google classroom and encourage students to send suggestions.

I present music; work through it; ask for opinions. I make the eventual decision.

I give them options, they tell me what they like. Or, they suggest pieces (usually pop) and I find if it's accessible for them.

On google classroom I put the links of recordings from JW Pepper and create a google form and post on the google classroom page and students vote on what pieces they like most.

In the top band, we read 6-8 tunes per cycle and I ask for their input on which 3 we decide to prepare. I encourage students to send me ideas via email throughout the year.

Open discussion on Canvas with guidance on grade levels.

I give options of songs and let them vote on which one they'd rather do.

I send them a survey of pieces I've selected and ask them to rank them

Sometimes I'll have far more tunes in the students' folders than we could possibly program for a performance. I guide the students through selecting a set from the tunes they have looking for things that have a thematic thread that connects them as well as contrasting elements of style/tempo/key/composer

I ask them to research the piece and present it to the class

I pick 2-3 pieces that I have researched and play each one for students. Sometimes we sightread through parts of each one. I then ask them to anonymously rank the pieces in the order that they want them, and I pick the one that gets the best overall rating.

Sometimes kids request a piece and if it is quality and works within our scheme, I will consider it. Kids usually have to come to me, I don't put it out there for requests.

I have them listen to the choices I've selected and they get to critique and select one of the pieces

When students have suggestions, I have them write down the pieces, and then we'll discuss it. It gives me an opportunity to listen to each piece and figure out if it's too easy or too difficult for my concert band, and also if we have the budget to purchase it.

I will pick two or three pieces that I think fit their needs and then they can choose one that they like for the spring concert. I choose the rest of the music.

I let them choose between 2 or 3 pieces that I have already selected. Sometimes they suggest ideas or soundtracks for our spring pop/light piece. Seniors choose some music for "last events" like a piece from their last 4 years for the spring concert.

Survey, check JW Pepper for arrangements, only chose music that is musically viable and educationally sound

They get input on the show/pop tunes for the spring concert. I go through the Pepper website and pick 4-6 pieces that I know will fit the band and the kids get to vote on the one they want to play.

After sight reading/previewing potential pieces, I sometimes allow students to provide feedback in a Google Doc or Form.

I will often give students the choice between two pieces and leave it up to a vote.

Recommend listening via JWPepper, Stanton, or YouTube

Students may look at their grade level music on JW pepper and vote on pieces in class.

I pull a few songs that I allow the students to listen to and we talk through them. Sometimes it's the ones that I don't think they will have any interest in that they seem to like. We also do a pop/current medley in the spring that I let them suggest. If there is music for it we will listen to it and then talk about it. It helps balance out the selections that I choose.

I take verbal suggestions for the spring concert. I listen some and then pick a few for them to listen to and pick one from

Students send links to publisher recordings.

I will read through several pieces then ask students which they prefer. (Spring concert only). I also will ask seniors if there are any pieces from previous years that they might like to repeat.

Sometimes I'll narrow down a list and let students help choose, especially for a fun all-groups finale piece for concerts.

I've done two different activities for student input on concert programming. I've had students participate in a scavenger hunt (guided worksheet) on JW Pepper to get their input. I have also done listening activities with students. Students use a handout to guide them through listening to a small number of pieces I'm interested in programming. I've found that playing pieces that students have suggested, gets them more involved and invested from the start.

As part of the spring concert reflection, they can suggest a tune for our pops concert.

I give options and they have final choice.

If I am trying to decide between two pieces, I may have the students listen to both of them and then vote. However, their voting must also be justified by musical reasons why they chose the piece they chose.

As we sightread potential music, I always ask for student input. They also give me requests through written quarter/semester reflections.

I allow students to offer suggestions for regular concerts. Pops concert in May is themed, students are allowed to offer suggestions for pieces/theme, students then vote on songs I approve.

I don't formally ask for repertoire suggestions, but students sometimes make suggestions

Survey at beginning of school year, where students must list what musical reasons they would like to perform their chosen piece

Depending on the age and maturity as well as interest level of a group, I ask for suggestions for concert pieces. I choose from some of the suggestions, based on skill level, quality of literature available, etc.

Other times, I may present two viable and comparable options to a band group and let them vote on their favorite.

I have them create a program themselves, researching music and programming a concert of their choosing.

Students are allowed to suggest pieces of music at any time during the school year. If I have it in our library, we will read through it a few times to see if it fits the group. If we do not have it, I will borrow it from another program and go through the same process. If the students and I are in agreement that the piece fits the group, and we have a rehearsal schedule that will allow us to facilitate rehearsing the suggested piece (along with the current repertoire), then we will prepare it for the upcoming concert.

I have them listen to a wide array of band music. Sometimes the discussion will lead to "can we perform that one?"

I present a recording of the piece, we discuss the merits of the piece, and then we will vote on whether to perform it. This is typically done with a pops piece for lighter performances (Disneyland, for example).

A lot of them tend to whine that songs are too easy, too hard, too old, and I just take verbal suggestions along with research of what I feel would provide a challenge and fun for them.

We decide whether or not to take a Masterworks Concert selection to Festival.

I chose multiple pieces and I ask them which one they like the most

Students complete a programming activity at the start of the school year.

IF a student plays or hers. great tune- I will take it listen to it. If its really good, I will try to program it.

I take suggestions for spring concert pieces (pops type concert usually), and then I usually offer 2 or 3 choices for one of the Festival selections and one of the Holiday selections and let the kids vote from those options.

I have students listen to pieces on their own - jwpepper and youtube and suggest for following years.

We sight read many possibilities and makes selections from them. I usually ask students to select their favorite.

If we are performing 3 pieces, we will read 3 openers, 3 middle, and 3 closers (app chosen by me). After working on all 9 I let students decide which ones we will continue to work on and perform.

We sight read several pieces for each cycle and a mutual decision is reached. Of course I think all of the pieces are worthy if we read them. Kids often suggest pieces by sending me links.

They may request, I get final selection. Or, I may present two choices to them and let them choose between the two.

I give them two or three acceptable pieces to choose from

a few guidelines based on instrumentation, grade level, and appropriateness for audience/concert

Student suggestions for spring concert

I either ask them to choose between a few options I give them, solicit recommendations from within a genre (e.g. Broadway), or have them do a concert programming assignment where they plan an entire concert (I may choose one of those pieces).

The decision is ultimately mine, but they can make suggestions.

I show them why certain pieces work for our band: instrumentation, level of difficulty. I let them browse Pepper or my physical library and they are free to give input. I also have a few ideas of pieces I'll show/let them listen to and they can give input on that as well. Personal investment is important to me.

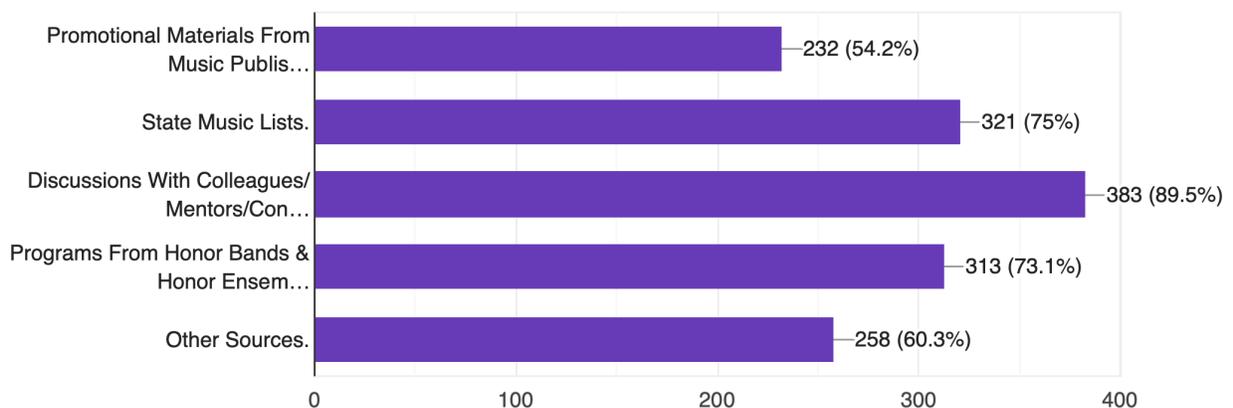
Students can email me YouTube videos or internet links of pieces they're interested in.

The students choose our required piece for contest. They go through 4 listening assignments and listening to 6 pieces at a time and answer which ones they think the ensemble will sound best on. They also write what they may learn from this piece.

OTHER (233)

Please Select All Of The Ways In Which You Source Literature For Your Concert Programming:

428 responses



Please Select All Of The Considerations And Factors That Principally Determine Your Programmatic Choices:

430 responses

