

*Survival  
Or  
Thrival*

*How are we preparing our students?  
(or are we...)*

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***Do they(we) mostly survive?***

***Common statements***

***“I made it through...”***

***“I was able to hang on...”***

***“I avoided being exposed...”***

***“That was good enough...”***

***“I don’t think I made too many  
mistakes...”***

***“It wasn’t my best, but it’ll have to  
do for now...”***

***“It’s the best I can do...”***

***“If I had only had more time...”***

# *Characteristics of Survival*

**Avoiding embarrassment**

**Avoidance of mistakes**

**Avoidance of failure**

**Avoidance of responsibility**

**Shifting responsibility away**

**Attaining the lowest threshold**

**Creating false standards**

**Accepting false standards**

**Lowering expectations to “succeed”**

**Academic bulimia**

**False sense of accomplishment**

**Being on life support**

**Insecurity**

**When mediocrity becomes the new  
excellence...**

# *Characteristics of Thrival*

**Converting knowledge to wisdom**  
**Developing critical thinking skills**  
**Developing critical listening skills**  
**Developing professional expectations**  
**Creating professional standards**  
**Growth past accumulating  
information**  
**Creativity**  
**Responsiveness**  
**Surpassing your comfort level**  
**Learning how to fail successfully**

*Developing consistency*

*Many work to survive*

*Few seek to thrive*

How do you go from survival to thrival?

**CRITICAL THINKING**

**CRITICAL LISTENING**

**INDEPENDENT ACTION**

**EXTEMPORANEOUS  
COMPROMISE**

# **CRITICAL THINKING:**

*Critical thinking is the art of analyzing and evaluating with a view to improving it.*

**Factual – objective**

**Intuitional – subjective**

**Using intellect as a starting point**

**Curiosity – asking why**

**Comparative analysis**

**Looking at an issue from many angles**

**Setting – creating - expanding standards**

**How does it work/What does it mean**

**Researching/Verifying**

**Independent thought**

**Questioning beyond blind acceptance**

**Recognizing consequences/ Considering out-comes**

**Setting priorities**

**Developing thought processes**

**Continually changing standards**

*“If you don’t think too good, don’t think too much”*

Ted Williams

# **CRITICAL LISTENING:**

**Awareness of surroundings - radar**

**Powers of observation**

**Sorting through different strata of information**

**Comparative (listening)**

**Comparing against an expected standard**

**Developing a standard**

***What* to listen for (awareness)**

**Developing the art of “filtering” -**

**What’s relevant**

**What’s not**

**Making judgments/ Decision making**

**Subjective application of objective criteria**

**Is progress being made - assessment**

**Can they use it - evaluation**

**Comparing to incremental goals**

**Feedback/Making a decision about feedback**

# **INDEPENDENT ACTION:**

**Drawing on knowledge to act**

**Applying knowledge**

**Doing it with decreasing outside influence/developing independence**

**Making a decision**

**Acting on a decision**

**Developing confidence of actions**

**Individual skill development – refinement – application**

**Dissecting a problem and addressing it**

**Giving your-self permission to fail**

**Empowering your-self to succeed**

*“When you come to a fork in the road, take it”*

Yogi Berra

*“Education is a preparation for life, not a preparation for school”*

Tom Magliozzi



## **EXTEMPORANEOUS COMPROMISE:**

**Changing responses to constantly changing circumstances**

**Flexibility**

**Calling on all resources simultaneously**

**(multi-tasking)**

**Compromising**

**Instantaneous decision-making - with consequences**

**Going off script/Planned improvisation**

**Making changes without prompting**

**Learning to lead**

**Learning to follow**

**Giving permission to fail**

**Accepting permission to fail**

**Dealing with consequences**

***Working ourselves out of a job –  
teaching them to become their own  
teachers***

*Everyone must fill the role of:*

*Givers*

*Takers*

**Pulse**

**Pitch**

**Style**

**Sonority**

**Ensemble/Interactivity**

# **Pulse givers**

## **Discovery of pulse**

**Who is giving pulse?**

**How are they giving it?**

**Are you giving the pulse?**

**How are you giving it?**

**When?**

**How?**

**Can you use it?**

**Can it be used by others?**

## **Three kinds of time (pulse)**

**External**

**Internal**

**Shared**

# **Pulse takers**

**Who must take the pulse?**

**How must you take the pulse?**

**Are you taking the pulse?**

**When?**

**How?**

***Concept***

***Pedagogy***

# **Pitch givers**

## **Discovery of pitch**

**Who is giving the pitch?**

**How are they giving it?**

**Are you giving the pitch?**

**Who are you giving it to?**

**When?**

**How?**

**Can it be used by others?**

**Aggregate pitch**

**What does “playing in tune” mean**

## ***Pitch takers***

**Who is giving the pitch?**

**How are they giving it?**

**Are you taking the pitch?**

**How are you taking it?**

**How can pitch takers develop a better sense of where to listen?**

**What does “playing in tune” mean**

# **Style**

## **Discovery and determination of style**

**What is style?**

**What is THE style**

**What creates the style**

**Attack**

**Duration**

**Space**

**Quality**

**Who initiates the style**

**Are you following it**

**Are they consistent**

**Are you consistent**

**If there is disagreement, who must change**

# ***Character of sonority***

**Defining sonority**

**What is blend (sonority)**

**What is balance**

**How do dynamics play a role**

**How do you contribute**

**How do you detract**

**How do you interpret written guide-lines**



# ***Ensemble/Interactivity***

**What is your role in the music**

**How you determine your role**

**How you lead**

**How you follow**

**When you lead**

**When you follow**

**Why – is it working**

**Becoming the “performer-listener”**

**What is your level of curiosity**

**What is your level of rigidity**

**What is your level of flexibility**

**How do you interface with the whole**

**Is your character one of:**

**Survival or Thrival**