



The Art of Motivation

Fire Up Your Orchestra! Build Excitement, Energy, Investment, and Ownership Among Your Students
Bob and Pam Phillips

What is motivation? It is the general desire or willingness of someone to do something.
People are engaged by work that is meaningful and is important.

Autonomy and engagement vs. control – “Educators are no longer the holders of content.” unknown

- The candle problem
- Incentives
- Encarta vs. Wikipedia

Are you motivated and motivational? - “Education is fundamentally an imaginative act of hope.” Peter Boonshaft

- Model the behavior
- Excited, engaged, curious, a learner
- Inspirational, enthusiastic, visionary, supportive, patient, believe in them and “The Art of Possibility”, be funny

How do we set a vision?

- What kind of classroom do you want, students, parents, principals want? (guitar class) (soc sec -)
- Collaboration
- Curriculum
- Affective – “They may not remember everything you taught them but they will remember how you treated them.” *unknown*
- Creating a climate
 - Success builds success
 - Negative comments are powerful and potentially destructive
 - See the good and possibility in every student
 - Set group goals and behaviors
 - Use music to motivate, inspire and create atmosphere
 - “They won’t always remember what you taught them but they will always remember how they were treated.”
 - “The Art of Possibility” Rosamund and Benjamin Zander

The ethical classroom

- We don’t do that in our room – safe classrooms
- Modeling behavior – student interactions, copyright
- Ego – don’t use a group of adolescents to feed your ego
- Every person has value and status regardless of.....
- Gossip and other teachers - support your colleagues, don’t feed the flame
- The Golden Rule
- Listen to your kids
- Treat students equally using unequal strategies
- Respect student time and commitments
- Don’t punish kids for adult problems – schedule



- Make sure you know all the facts in a dispute – don't take sides too quickly
- Don't over react to a problem student – it builds up over time
- If you can't say it in a professional manner then don't say it
- If you are wrong then admit it and apologize
- Teacher to student is an unequal relationship as is teacher to administrator

Leaders lead

- Set the vision
- Listen
- Model
- Engage
- Stay focused on the goal

Why do students choose to participate?

- Playing and or performing
- Learning (HS problem)
- Social
- Aesthetic experience
- Parental pressure

Who is in the room?

- Learning styles - aural, visual, kinesthetic, global etc.
- Personalities – introvert, extrovert, male, female, driven, slacker, rules driven, free spirit
- Experience levels – behind grade, at grade, above grade level.
- Ability levels – training vs. innate
- Social economic
- Learning challenges – ADHD etc.

Know and understand the characteristics of the age group

- EL - discuss
- MS - discuss
- HS - discuss

Rehearsal modes

- Teacher directed - top down
- Collaborative - group focused
- Alternative teaching and rehearsing strategies: Large group, quintets, circle, mixed Instruments, facing out, non-verbal

Using music to motivate

- Quality, quantity, level - notes vs. music
- Large ensemble - classical, alternative, world, improvisatory
- Small ensemble - chamber music, odd combinations, solos

Practical classroom issues to consider

- You are the adult In all situations – you are getting paid to be the adult
- Student relationship – are you friends or are you friendly?

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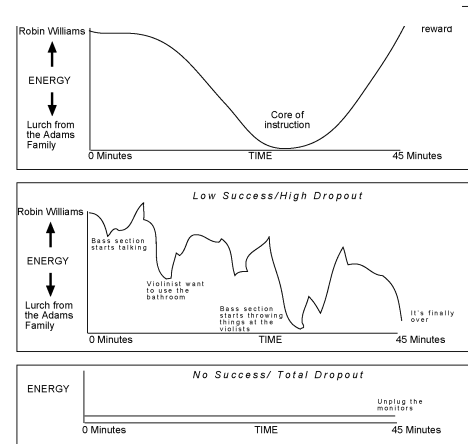
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- Inappropriate comments – student to student and your reaction
- Drawing lines vs. negotiating lines – never give a mouse a cookie
- Never argue with a two year old, fool or eighth graders
- “That’s not fair” = (I don’t like the answer) – what is fair?
- Will they like me? – sometimes and sometimes not – do they respect you?
- Confront the behavior now – (minor confrontations) little things become big things
- Have a sense of humor about yourself
- Teasing – can be positive or negative – be careful – some can dish it out but not take it
- They are not finished products.
- Teach the procedures
 - Getting instruments out
 - Tuning
 - Music folders
 - Attendance
 - Marking music
 - Politeness – when others are speaking or playing
 - Late to class – pass or no pass and where to put the pass
 - Questions
 - Sick and or bathrooms
 - Guest or visitors
 - Fire drill – instruments
 - End on time – how to put instruments away and time to do it
 - Trip procedures – (White house)
 - Concerts

Pace and the energy curve

- Start on time – research - activity – write schedule on board, clear instructions (don’t repeat)
- Creating pace
- Controlling pace – the energy curve
- Teacher as actor
- Student time vs. group time – cello strings
- Less teaching and more learning – talk less and play more - have more activity
- Activity, activity, activity – co-verbal teaching
- Eyes up – read the room
- Monitor and adjust
- Ending with energy



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Planning for disruption

- Willful defiance vs. child - like behavior
- Penalties – progressive discipline or ?
- Repeat offenders – counselors, colleagues, parents or the student
- Preventing a problem – call home first - never let students control the message
- Threats – never make a threat you are not willing to carry out



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- Going to the office – If it get's that far, you lost.

Evaluation:

- Knowledge or performance
- Bell Curve or criteria based
- Achievement based or participation
- Portfolios/self - assessment

Extrinsic or intrinsic motivation

- Seating
- Trips
- Musical vs. worldly rewards – movies, recess, study hall, hang time

Resource based motivation

- Private Lessons
- Youth ensembles, musicals, alt. styles groups, church groups
- Guest conductors/performances, orchestra exchanges, university visits, student teachers, clinics/residencies

Community service

- Adopt a beginner
- Service performances
- Solo and ensemble coaching
- Teaching private lessons