More Kids in Music is a Good Thing: Recruiting and Retention

Bob Phillips

Components of successful recruiting

- Attitude development
- An effective recruiting demonstration
- Positive student/parent response
- Effective follow up
- High quality teaching

A. Attitude Development/Arts Attitude Development/Public Relations

- 1. Students
- 2. Parents
- 3. Administration and Staff
- 4. The Community (public and business)
- 5. Informance
- 6. Philosophical and Real World Rationales
- 7. Brain research, Howard Gardner and Arts Advocacy

B. Learning Modes: Who are your students?

- 1. Learning styles aural, visual, kinesthetic etc.
- 2. Experience levels previous training and or mixed grade levels
- 3. Ability levels amount of training and innate abilities

C. Plans and Decisions - How and when to recruit

- 1. Know schedules, do letters, make proposals
- 2. Visitations as a program or each program individually?
 - A. Classroom communicate
 - B. All School communicate
 - C. Individual communicate!

D. The Recruiting Demonstration

- 1. The goals of the recruiting demonstration are:
 - A. Guide students' ensemble choice.
 - B. Guide students' instrument choice
 - C. Get students excited about playing in the school orchestra.
 - D. Get students to psychologically commit to playing a string instrument.
 - E. Give students information they can understand.
 - F. Give students information for their parents that the parents can understand.
 - G. Get contact information from the students.
- 2. Type of Recruiting Demonstration as a program or each program individually?
 - A. Individual
 - B. Small Group
 - C. Large Group
 - D. Peer Group

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- E. Professional
- F. Senior Citizen
- G. Video/C.D. Rom
- H. Using electric or unusual instruments
- 3. The teacher presenting the recruiting must:
 - A. Be positive and enthusiastic.
 - B. Play.
 - C.Use positive student role models if at all possible
 - D. Make it look enjoyable and doable
 - E. Use different styles of music including music the beginners will be able to play the first year
 - F. Mention that practice and work will lead to the development of musical skills, not just talent
 - G.Develop student interest in a specific instrument.
 - H. Give students an opportunity to touch the instruments.
 - I. Pace the demonstration
 - J. Create a decision-making moment
 - K. Collect contact information.
- 4. Structure the rental night
- 5. Attitude and Follow Up
 - A. Calls
 - B. Orchestra Website and social media: Facebook, Myspace, Twitter, Youtube, etc.
 - C. Email
 - D. Community Media-Local Access TV, Newspaper, Radio
 - E. Letters
 - F. Classroom Visits
 - G. Open Houses
 - H. School Media-T.V., Radio, Newsletters, School Website
 - I. What to do if recruitment is low or to fill in numbers/instrumentation in older grades

Retention

A. Drop Out Rates

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	Students/Year	1	2	3	4	5	6	7	8	Total loss rate	
										over 8 years	
	At 5% loss	100	95	90	86	81	77	73	70	30%	
	At 10% loss	100	90	81	73	65	59	53	48	52%	
	At 20% loss	100	80	64	51	41	33	26	21	79%	

B. Principles of pacing

- 1. Pace = tempo
- 2. Teach to the leading edge
- 3. Keep the energy curve even
- 4. Start where they are
- 5. Finish as high as you can
- C. Instruction and Management principles
 - 1. Be consistent
 - 2. Discipline problems occur when the pace is jagged.
 - 3. Start with music
 - 4. End with music

Robin Williams

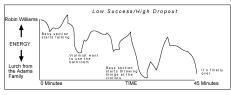
High Success/Low Dropout
Playing reward

ENERGY
Lurch from the Adams
Family

O Minutes

TIME

45 Minutes





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- 5. Delegate administrative tasks
- 6. Develop cooperative learning modes
- 7. Develop alternative strategies to rehearsal
- D. Repertoire: Using music to motivate
 - A. Quality What is its curricular purpose?
 - B. Quantity How much should we play?
 - C. Difficulty Level Play really difficult music or play easier music?
- E. Scheduling (Vertical and Horizontal)
 - 1. Traditional
 - 2. Block
 - 3. Tri
 - 4. Variations on a theme
- F. Public relations (students, parents, and staff)
 - 8. Students
 - 9. Parents
 - 10. Administration and Staff
 - 11. The Community (public and business)
 - 12. Informance
 - 13. Philosophical and Real World Rationales
- G. Brain research, Howard Gardner, John Benham and Arts Advocacy
 - 1. www.astaweb.com, American Music Congress
- H. Personal contact (students and parents)
- I. Drop out, drop in procedure
- J. Follow up! (never say die)

Resources

- DVD- String Clinics to Go: The Art of Recruiting, Gillespie and Phillips, distributed by Shar Products
- Getting It Right From the Start Goodrich and Wagner, published by ASTA
- Strategies for Teaching Strings: Building a Successful String and Orchestra Program Hamann and Gillespie, Oxford University Press