

Dante Marrocco

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INSTRUMENTS

Primary: Trombone, Bass Trombone, Euphonium, Tuba, Trumpet

Secondary: Flute, Clarinet, Oboe, Saxophone, Bassoon, Horn, Percussion, Recorder, Ukulele

EDUCATION

Ithaca College, Ithaca, NY

2015 – 2019

Bachelor of Music in Music Education and Performance

GPA 3.9 | Oracle Honor Society | Pi Kappa Lambda | Dean's List 7 Semesters

Boston University, Boston, MA

2021 – 2023

Master of Music in Music Education

GPA 4.0

CERTIFICATION

New York State Professional Music Teaching Certification

Sept. 2024

TEACHING EXPERIENCE

Elementary Band and General Music Teacher

Sept. 2022 – Present

Dover Union Free School District, Dover Plains, NY

Tenure Anticipated Spring 2026

- Taught third and fourth grade general music with emphasis on music literacy and student engagement
- Established an inclusive classroom culture using student centered and democratic music programming
- Motivated student practice through achievement based incentives and goal oriented learning
- Founded an after school fifth grade jazz band with approximately two thirds student participation, featuring one third of all 5th grade band students as improvising soloists
- Collaborated with faculty to support school wide events and community celebrations
- Generated and maintained an increase in recruitment and retention within the elementary band program by over 20%

Elementary Band and General Music Teacher

Aug. 2020 – Sept. 2022

Marlboro Central School District, Marlboro, NY

- Provided safe and equitable instruction across in person, hybrid, and remote learning models
- Maintained high levels of student engagement during the COVID 19 pandemic
- Rebuilt the band program after pandemic related attrition, doubled fifth grade band enrollment, and also doubled fourth grade recruitment compared to the previous year
- Designed differentiated rehearsal strategies for wide ranging ability levels

Elementary Band Teacher 0.6

Sept. 2019 – June 2020

Mamaroneck Union Free School District, Mamaroneck, NY

- Provided individualized small and medium group instruction across four elementary schools
- Worked within the band programs of two collaborating teachers
- Adapted to varied administrative expectations and school cultures

Student Teacher

Mar. 2019 – May 2019

Owego Free Academy, Owego, NY

- Taught middle and high school level ensembles while leading reflective and student centered jazz and concert band rehearsals
- Directed instrument specific pull out lessons
- Arranged, rehearsed, and performed a concert band work tailored to ensemble strengths and needs

1/21/2026

Dear Hiring Committee,

As a music teacher whose passion and experience is grounded in teaching elementary band, I am excited to apply for your school's opening for an elementary band teacher. I am deeply committed to making musical excellence exciting, engaging, and accessible while supporting the whole child and contributing positively to the broader school community.

Advocacy is central to my teaching, and I regularly work with families to ensure that students have equitable access to instruments, materials, and translated resources when needed. I pride myself on maintaining clear, welcoming, and consistent communication with students and families. I do this by providing frequent reminders and information and by outlining tailored, comprehensive expectations for practice and musical growth. I am also a highly collaborative and reflective educator who values teamwork, flexibility, and clear communication. I work closely with faculty, administrators, and support staff to align my program with school-wide goals and initiatives.

As evidenced in my resume, band recruitment and long-term program retention are among my greatest strengths. I pride myself on my strong record of generating student interest in band and sustaining that excitement through thoughtful, student centered instruction that is rooted in high expectations. By offering democratic opportunities for students to help select repertoire, I foster a sense of ownership and pride that leads to stronger practice habits, increased engagement, and deeper respect for the ensemble and the musical process. I strive to create a safe, positive, and respectful learning environment where students feel valued and capable.

I help students unlock their passion and potential through my goal oriented, gamified practice system that is based on the idea of "Quests" that encourage growth at all ability levels. My quests allow every student to experience success, encouraging them to seek out new ways to improve while continuously working toward higher levels of musicianship.

In order to broaden the musical offerings and experiences in Dover, I began an after-school 5th grade jazz band in 2025. The jazz band was met with such high levels of interest that over 66% of the 5th grade band participated in the ensemble. Jazz band brings students outside of their comfort zones. It lets them learn more advanced notes and harmonies, and provides a safe space to develop a deeper understanding of and connection to their craft through improvisation. At their performance, roughly 33% of the entire 5th grade band performed thoughtful, improvised solos. Their debut was so well received that the jazz band was asked to perform again at the 5th grade moving-up ceremony where the students played for their peers, their families, and staff to outstanding reception.

I am excited about the possibility of joining your school community and contributing to a collaborative, student centered music program. I would be honored to bring my passion for music education, my commitment to equity and access, and my dedication to building strong, joyful band programs to your school. You can contact me at dmarrocco@ithaca.edu if you are interested in discussing my teaching further. Thank you for your time and consideration.

Sincerely,
Dante Marrocco