



Advocacy Issues Covered in Various Clinics!

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Overview

- Public relations that enhance program growth.
 - Developing support: administration, parents, students, business and the community at large
 - How do administrations and school boards think?
 - Showcasing success: your students and ensembles.
- Building a cost effective program to ensure your spot in the school schedule.
 - Does large group heterogeneous instruction work and what are the benefits?
 - How to implement large group heterogeneous instruction.
 - Equipment and budgeting.
 - Using resources to expand success.
 - Develop a private lesson program.
 - Alfred Publishing
 - Universities
 - Business and your community
- Scheduling for Success
 - The arts within and without a block schedule
 - Think outside the box

The cooperative music department – let's stop circling the wagons and shooting in!

Details: The goal: Public relations that enhance program growth

1. Developing support: administration, parents, students, teachers, business and the community at large. Attitude development/Arts attitude development
 - a. Students
 - i. Instruction – quality, skills, musicianship
 - ii. Pacing (energy curve)
 - iii. Enthusiasm and passion, inspire and lead
 - iv. Concerts - celebration, inspiration, entertainment, informative
 - v. Guests - experts, artists, observers
 - vi. Vision - creating an atmosphere of excellence, fun, creativity, etc.
 - vii. Learning styles - who's in the room, are you recreating yourself?
 - b. Parents
 - i. Informance - arts advocacy, teachers, guests, kids, parents, community
 - ii. Information is filtered by the kids, good and bad
 - iii. Communication - calls, email, website, newsletters, podcasts
 - iv. Website - information and advocacy, feedback
 - v. Involvement - Music Parent organizations, orchestra parents

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- c. Administration and Staff
 - i. Advocacy – articles, podcasts, staff meetings, student presentations
 - ii. Team work – creating a team
 - iii. Visits – invite people into your room
 - iv. Goes both ways - do you give as well as receive?
- d. The Community
 - i. TV, radio, school and community newsletters, local access cable, websites, podcasts
 - ii. Deliver photos and articles to papers – email
 - iii. Community performances
 - iv. Public service performances
- e. Informance – plan and organize what you will say
 - i. Continually positive
 - ii. Be very careful with sarcasm
 - iii. Convey what is being done well and where the program is headed
 - iv. Enjoy and let everyone see you enjoy music and kids
 - v. Practice and monitor your public speaking
- f. Showcasing Success: your students and ensembles – It's about the show!
 - i. Be a presence in the community
 - ii. Play around town
 - iii. Be in the paper as much as the sports teams are
 - iv. Let staff know when there is an accomplishment to celebrate
 - v. Build events that draw audiences beyond parents (PJ concert, Halloween, guest artists, Pops, collage, etc.)
 - vi. Find reasons for principals and staff to participate in concerts
- g. Philosophical and Real World rationales
 - i. Be an advocate
 - ii. Articulate both verbally and in writing, use media
- h. Brain research – use carefully – www.astaweb.com, www.supportmusic.com
- 2. How do administrations and school boards think? What are their priorities?
 - a. Money
 - b. Hassle
 - c. PR
 - d. Numbers
 - e. Diversity
 - f. Equality
- 3. Large group heterogeneous instruction
 - a. Does it work and what are the benefits? (Benham)
 - i. YES!
 - ii. Financial
 - iii. The more you start the more you keep
 - iv. Bound to be a few stars in a large number
 - v. Group dynamics
 - b. How to implement
 - i. Workshops and materials
 - ii. Facilities
 - iii. Numbers are power
- 4. Equipment and budgeting
 - a. Advocate for your program but remember you are part of many teams
 - b. Be fair to other music programs and other disciplines in your school
- 5. Using resources to expand success
 - a. Private lesson program
 - b. Community resources
 - c. Organizations: ASTA, NAMM, AMC

- d. Publishers – materials and speakers
 - e. Universities
 - f. Business and community involvement
6. The cooperative music department
- a. How to cooperate by decision
 - b. Use your strengths – vision, scheduling, organization, etc
 - c. More kids in music equals more kids in your ensemble!

Resources:

ASTA Advocacy Power Point, www.astaweb.com

www.MENC.org

NAMM (National Association of Music Merchants)

American Music Congress

Supportmusic.com

This is Your Brain on Music, by Daniel Levitin

Frames of Mind, Howard Gardner

Changing Minds. Howard Gardner



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