How the Music Ensemble Rehearsal Model Translates to the Traditional Classroom

**HIP: Collaborative Assignments and Projects**

### Tier One: Technical Section Etudes/Homogeneous Subject Group Assignments

I. Each section in the band (e.g. Horn) is assigned the same technical etude to learn for the purpose of fostering technical facility on their individual instruments to improve the quality of the section.
   a. Each individual musician in the section must be able to match the quality of their fellow section members, in order for the technical etude to sound correct.
   b. Musicians have the opportunity to peer-coach difficult sections or passages in the etude (e.g. rhythm, tessitura, fingerings).

II. Each group in the Business 101 class is given the same subject or topic (e.g. Marketing) to explore, understand, and gain knowledge of for the purpose of meaningful classroom discussion.
   a. Each individual student must be able to communicate, in an educated way, terms and concepts that are relevant to the assigned subject matter.
   b. Students have the opportunity to peer-coach difficult terms or concepts.

### Tier Two: Instrumental Sections to a Musical Work/Heterogeneous Subject Group Projects

I. Each section in the band (e.g. Horn) is assigned their parts to Gustav Holst’s First Suite in E-flat Major.
   a. Each section (e.g. Horn) is comprised of individual musicians and parts.
      i. Horn I, Horn II, Horn III, Horn IV
   b. All parts within each section play a vital role in the overall output of the section.
   c. No individual part (e.g. Horn I) can be successful without all parts performed perfectly. They all depend on each other.
   d. Although there is inherently a stronger musician in every section, this musician can assist the weaker members of the section but ultimately has to rely that the rest of the musicians play their OWN parts.

II. Each group in the Business class is assigned a unique topic (i.e. Daily Operations) in regards to the “Restaurant Management” section of the course.
   a. Each group project (e.g. Operations) is comprised of individual students/assignments that must create effective and efficient procedures for.
      i. Kitchen (Chefs, Dishwashers, etc.), Hostesses, Servers, Bartenders, Busboys/girls.
   b. All jobs/roles within the daily operations of a restaurant need to work in harmony in order to foster repeat customers.
   c. No individual job is independent of another.
   d. Although there is inherently a natural leader or one with possible restaurant work experience, this person should offer assistance and suggestion but allow the group members to contribute their own share of the work. If need be, provide kind and courteous support and motivation.

### Tier Three: Full Band/Class Project

I. All instrumental sections (e.g. all woodwinds, brass, and percussion) play simultaneously their prepared parts to Gustav Holst’s First Suite in E-flat Major.
   a. Manufacturing Plants vs. Assembly Plants
      i. Effective rehearsals are synonymous with Assembly Plants.
      ii. Each individual part within the section must be “manufactured” or prepared before rehearsals not during like a Manufacturing Plant.
      iii. When all parts are “manufactured” outside of full band rehearsal, the parts can now be simply “assembled” during rehearsal like a jigsaw puzzle.
      iv. There will be no need to stop and teach, learn, or construct parts from scratch.
      v. The really hard work needs to be done outside of rehearsals.
   b. Brainstorming Meetings vs. TQM Meetings (Total Quality Management)
      i. Effective class project meetings are synonymous with TQM meetings.
      ii. Each component of the business plan must be completed, past the “brainstorming” phase before class project meetings.
      iii. When all components are carefully thought out and procedures for each are complete, the TQM meetings can run smoothly and efficiently.
      iv. Each group needs to have spent the necessary time and effort to make sure that their component is strongly intact.