



# MASTER EDUCATOR COLLECTIVE

PROVIDING INSPIRATION, PROFESSIONAL DEVELOPMENT  
AND ARTISTIC COLLABORATION

WELCOME

# MEET THE QUINTESSENTIAL COLLECTIVE

Yamaha Corporation of America serves and supports music educators in a variety of ways because teachers make magic with music happen every day while facing considerable challenges in our schools. Through our work, we enjoy countless professional and personal relationships with music teachers nationwide.

In addition to the remarkable work our Yamaha Performing Artists do to inspire students and teachers through more than 750 workshops and clinics annually, we recognized that a huge opportunity exists for us to provide professional development and artistic musical collaborations for educators and their students. We are honored to announce an expanded group of elite, unique and gifted Yamaha Master Educators that we are making available to the music education community to serve this very purpose.

Our highly successful group of 20 Yamaha Master Educators who focus on the field of Band and Orchestra studies will now be joined by five Master Educators who specialize in Keyboard Pedagogy along with five Master Educators in the field of Music Business and Entrepreneurship. These Yamaha Master Educators possess celebrated expertise and the desire to share their talents to further enhance the music experience for the participating students either directly or by way of professional development for their teachers/directors.

Inventive, intriguing and invigorating sessions cover a range of topics including inspiring leadership in our students, developing the entrepreneurial mindset, exploring the role of the conductor, cultivating a student-focused curriculum, fostering improvisation and composition, and an infinite number of additional specialized topics.

Yamaha remains committed to music education and music educators. The Yamaha Master Educator Collective puts that commitment into action. You will surely enjoy perusing this collection of pieces that illuminates the work, individual philosophy and topics that each of our Master Educators can bring to any music program. We are excited about each and every opportunity that lies ahead.

Musically Yours,



John Wittmann  
Senior Director, Artist Relations & Education  
Yamaha Corporation of America



# DANIEL BERARD

## BAND AND ORCHESTRA

### Daniel Berard

Assistant Band Director  
Wakeland High School, Frisco, Texas



## ENVISION AND IMPLEMENT

In his inspirational and practical presentations, Mr. Daniel Berard shares his experience of starting with nothing but a blank piece of paper and a vision and building support systems comprised of community members and parents to create a thriving program. He shares what he has done at various stages of development to place his program on a trajectory of sustained success.

Mr. Berard's passion for developing musical literacy and high levels of performance excellence is infectious. He offers valuable advice on how to create and sustain a nurturing environment for student success, creativity, leadership and independence, as well as advancing one's pedagogical foundation, rehearsal environment and effective conducting techniques.

Not only does he hear and understand what teachers experience, Mr. Berard also knows what they need to do to clear obstacles and build support systems. He is an expert at diagnosing and prescribing the best steps for teachers seeking to advance their pedagogy, positively impact their students and sustain successful programs.

Mr. Berard assisted with opening Fossil Ridge High School and Kinard Middle School in Colorado, and created thriving music programs at both. Because he oversaw explosive growth at these schools, he provides practical suggestions for teachers to connect to the larger school community by positively engaging colleagues across disciplines.

Often asked to speak about integrating technology into pedagogy, assessment and rehearsals, Mr. Berard focuses his sessions on everything from establishing a music technology lab to production classes that include live audio reinforcement, digital creation, recording and film scoring.

### SOME OF MR. BERARD'S SESSION TITLES INCLUDE:

- "From Nothing to Nationals — A Blueprint for Building and Sustaining a Thriving Band Program"
- "The Business of the Band — the Band Director as CEO"
- "The Unintended Consequences of 'Don't' — Rehearsal Strategies that Foster Student Engagement and Build Musical Independence"
- "Creative Show Design Solutions for Marching Bands Large and Small"
- "Engaging the 'Screen-Ager' and Leveraging Social Media Within Your Ensemble"
- "Streamlining Your Assessment Systems Through Integrating Technology — Helping You 'Inspect What You Expect'"
- "Developing Independent Musicians through Collaborative Rehearsals"
- "Fueling Your Fire, Sustaining Your Passion: A Discussion on Career Longevity, Finding Joy and Balance, and Avoiding Burnout"

# FREDERIC CHIU

## KEYBOARD PEDAGOGY

### Frederic Chiu

Assistant Professor of Piano  
Carnegie Mellon University, Pittsburgh, Pennsylvania



## ADJUSTING THE RECIPE

Mr. Frederic Chiu believes that piano playing embodies the best of humanity and sees the world of keyboard pedagogy through a lens of “Body/Mind/Heart.” He embraces what at first glance may appear to be nontraditional techniques, including cooking and meditation, but these practices perfectly integrate into the overall wellness of the student.

Mr. Chiu explains to educators that he looks for “piano-playing solutions outside of music, and for life solutions in piano playing.” For his cooking class series, he designed the menu to support various techniques that students learn through experience and then apply to their playing. The result is an interactive, fun experience that highlights a holistic approach to piano playing.

“My priorities with students involve giving them a constant reminder that the solution they are looking for very often does not lie in the playing, but more often in the thinking or the feeling that they need to generate,” says Mr. Chiu. “If I can teach my students to have a perspective of observing themselves, then I think they can solve their own problems more and more.”

Mr. Chiu is an expert at learning to adjust the recipe when needed, remembering back to a period when he didn’t have access to a piano and had to find inventive ways to learn without an instrument. During that time, he discovered that looking at a situation from a different perspective leads to more creativity, passion and curiosity. He is now able to apply this knowledge to the classroom, offering educators and students a truly unique approach to studying music.

Inspired by projects that bring a new perspective to something known, Mr. Chiu sees himself as a bridge from the known to the unknown and seeks to bring students and educators into this amazing world of possibility.

### A FEW OF MR. CHIU'S SESSION TITLES ARE:

- “Learning Without the Instrument”
- “Emotional Practicing”
- “Stage Fright: A Practitioner’s Perspective”
- “One for All: The Essence of Playing the Piano”

# MIRIAN CONTI

## KEYBOARD PEDAGOGY

### Mirian Conti

Faculty of the Evening Division  
The Juilliard School, New York, New York



## GRATITUDE AND PREPAREDNESS

**M**s. Mirian Conti's passion for helping young pianists across the world inspired her involvement in education, and she integrates new technology including the Disklavier in her teaching. Ms. Conti approaches keyboard pedagogy by teaching how to play the piano while always discussing the work itself and its historical context. Her extensive career as a solo piano artist has helped craft a practical, hands-on approach for students.

Referencing her own performance experience, Ms. Conti tells students that to succeed as a solo pianist they must be ready to perform at any moment. Her main priority is helping students achieve technical proficiency and better interpretative skills while observing a strict approach to the composers' instructions.

When speaking to educators, Ms. Conti describes the piano as a centuries-old friend who's been there through the happy and nostalgic moments, always filling us with emotion. Understanding the importance of keyboard pedagogy for the future of music education, she says, "Scientifically speaking, learning the piano — and music in general — helps to develop the parts of the child's brain that pertain to the functions of coordination, speed and sensitivity, thus speeding up the learning process."

Ms. Conti's understanding of community and the need for a support system is ingrained into her work with educators and students. "Always be grateful to those who helped you start your life and career," she says. "We cannot do this alone. We need each other. The solo pianist needs family, friends, sponsors, teachers, an audience. We become successful because of all the help and support we have received. We must be always grateful for that."

Ms. Conti speaks from personal experience to prepare students for the journey ahead, thankful for her "thoughtful and supportive" husband who understood the sacrifices and struggles that can accompany a successful performance career.

### SOME OF MS. CONTI'S SESSION TITLES ARE:

- "Children's World," which explores unusual piano works through the eyes and ears of composers' memories of childhood
- "The Americas," a selection of North and South American piano literature from the 18th to 21st centuries
- "Chopin Complete Mazurkas," a two-day session of the Chopin Mazurkas, a must in every classical pianist's repertoire
- "The Spanish Piano," which explores the passionate, exuberant and variety of dances and rhythms of the masters from the Baroque period to the 20th century
- "From Tangos to Mazurkas," a panoramic view of classical tangos, habaneras and mazurkas, laced with Baroque gems
- Various piano literature courses that can be produced on demand or custom made for different levels of students.

# DR TRAVIS CROSS

**BAND AND ORCHESTRA**

## **Dr. Travis Cross**

**Professor of Music  
Chair of the Department of Music  
University of California, Los Angeles**



## **INTERACTIVE CONDUCTING**

**D**r. Travis J. Cross is the chair of the department of music at UCLA, where he conducts the wind ensemble and symphonic band and directs the graduate wind conducting program. His diverse areas of expertise make Dr. Cross an ideal presenter for any session designed to enhance the skills of the earnest band director. For example, his session on the role of the conductor explores the profound relationship between conductor, score and ensemble, as well as common barriers to success, progress and growth. Another session provides directors with strategies to increase the level of students' individual musicianship skills by empowering them to think, listen and use movement to enhance the performance experience.

As an engaging and active conducting clinician, Dr. Cross often utilizes real-time participation, where audience members form small ensembles that he conducts. This real-time problem-solving approach assists directors in understanding how they may use these techniques in their own classrooms. Dr. Cross is an ideal director for honor ensembles, as he has a profound understanding of music-makers at any age. His dynamic personality engages students quickly, which inspires them to perform at the highest level. His ability to choose the right concert material provides a solid base for enhanced student learning.

Core to his own teaching approach are the tenets of listening, problem-solving and active engagement within the ensemble. On the podium, Dr. Cross seeks to conduct not just the music, but also the players — the people who bring the music to life. This subtle shift focuses his words and gestures on how to motivate, educate and instigate the players to make effective and musical sounds. He is passionate about assisting and mentoring educators of all levels, specifically early career band directors, building connections between university and high school programs.

### **A FEW OF DR. CROSS' SESSION TITLES ARE:**

- “The Interactive Rehearsal: Empowering Students to Think, Listen and Move”
- “The Conductor’s Role”
- “We are What We Play: Developing a Programming Philosophy”
- “The State of Our Art”
- “Zero to Concert in 48 Hours: Strategies for Success with Honor Bands”

# DR DAVID CUTLER

## MUSIC BUSINESS & ENTREPRENEURSHIP

### Dr. David Cutler

Distinguished Professor of Music  
Director of Music Entrepreneurship  
University of South Carolina



## FROM PREDICTABLE TO UNEXPECTED

No matter the organization — public or private — a linear path to incremental improvement can actually inhibit large-scale growth. What if that were replaced by “moonshot thinking” to foster groundbreaking exploration? This is where Dr. David Cutler often lives, creating environments that use innovative, global thinking to launch the present into the future. His dynamic and tactical approaches are as meaningful as the remarkable results generated.

An innovator to his core, Dr. Cutler lives by the mantra — “dreams first, then logistics!” Through synergistic consultancies and sought-after seminars, Dr. Cutler guides educators and industry leaders to become better problem-solvers. Known for gamifying organizational challenges, he often leads innovation GAMES (which stands for Guidelines, Arena, Materials and Experience), facilitating a carefully orchestrated process. Whether teams design something new or re-imagine the old, they cultivate big ideas, stronger community, and increased buy-in.

Dr. Cutler is widely known for his books, “The Savvy Musician” and “The Savvy Music Teacher.” He explains that successful musicians — whether educators, performers, composers, students, industry employees, et al. — balance building a career with earning a living, making a difference, and maximizing inspiration and impact.

Whether exploring how innovative practices can transform your organization, career, or life, Dr. Cutler’s creative, non-traditional approach will leave you transformed and armed with actionable strategies.

### SOME OF DR. CUTLER’S SESSION TITLES ARE:

- “Creative Performance Practice: Same Notes, Same Rhythms, Personalized Statement”
- “BIG Ideas in Career and Financial Success: A Life in Music”
- “Unlocking Innovation”
- “How Music Education Can Change the World (and Why It Often Doesn’t)”
- “Shake Up Your Studio”
- “Reimagining Music in Higher Education”
- “Facilitation for Change Initiatives”
- “The Outward Artist: What Success Requires”
- “Website/Career Model Master Class”
- “How You Can Become the Best in the World”

# DR RODNEY DORSEY

**BAND AND ORCHESTRA**

## **Dr. Rodney Dorsey**

**Professor of Music in Bands**

**Indiana University Bloomington's Jacobs School of Music**



# **MAKE A POSITIVE AND POWERFUL IMPACT**

**D**r. Rodney Dorsey's expertise stems from a diverse background of teaching experiences, which include teaching at multiple distinct public high schools as well as directing college ensembles for decades. As an African American band director, Dr. Dorsey knows what it means and how it feels to be a minority — a unique and motivating perspective he brings to students and teaching moments. He is an active guest conductor, clinician and adjudicator in the United States and has welcomed engagements in Bulgaria, Hungary and Canada.

Making connections with students as individuals is one of Dr. Dorsey's strengths and passions. He understands that directors can have a powerful, positive impact on young musicians and their goals, and accepts this as part of his professional responsibility.

Serving the roles of both director and mentor, Dr. Dorsey's student-centered approach to teaching focuses on providing valuable and useful input, which can be immediately implemented. Through the process of setting goals and making connections with fellow students within the ensemble, Dr. Dorsey works with students individually to help them develop a plan to achieve their objectives.

### **SOME OF DR. DORSEY'S SESSION TITLES ARE:**

- "Strategies for Long-Term Success"
- "Get Inside the Music"
- "We Are What We Teach: Quality Literature and the Instrumental Ensemble"



# DOUGLAS DROSTE

**BAND AND ORCHESTRA**

**Douglas Droste**

**Director of Orchestras  
Ball State University, Muncie, Indiana**



## INSPIRED DETERMINATION

**W**ith his incredibly dynamic and engaging teaching style, Mr. Douglas Droste brings a level of enthusiasm to orchestral rehearsals, which stems from his inspired determination to achieve musical success for every student, at every level, in every ensemble. He is passionate about this approach and takes full responsibility for ensuring that students are motivated to perform at the highest level.

A former full-time public school music educator, Mr. Droste has firsthand experience with the challenges that are inherent to music educators. He regularly works with school-aged musicians through all-state and honor orchestras, music festivals and school visits, as well as with their directors. Because he holds himself to the highest standard, young musicians under his leadership are nurtured to a rewarding level of achievement. Directors champion Mr. Droste's ability to translate music-making skills to life-enhancing skills through his in-depth interpretations, keen sense of community and personal ability to empower and inspire.

Mr. Droste's presentations and workshops range in scope, much like his teaching experience, from the practical and technical aspects of bowing, to high-level and inspiring conducting workshops about making informed decisions on the podium.

### **SOME OF MR. DROSTE'S SESSION TITLES ARE:**

- "Bowing Misuses and Conducting Fixes"
- "Conducting Decisions, Decisions, Decisions!"
- "Orchestral Leadership Principles"

## MUSIC BUSINESS & ENTREPRENEURSHIP

# Serona Elton

**Professor and Dir. of the Music Business and Entertainment Industries  
Program at Frost School of Music at the University of Miami  
Head of Educational Partnerships at The Mechanical Licensing Collective**



# BE WILLING TO ADJUST YOUR PLAN

**A**vivacious, captivating presenter, Ms. Serona Elton becomes utterly energized when working with young colleagues who view themselves as tomorrow's music business leaders. Ms. Elton is quickly whisked back to her own junior high school days when she had similar plans of becoming a successful rap artist. When she eventually realized that her talents might lay elsewhere, she discovered that she could have just as profound a relationship with music without being a performer. In a bit of foreshadowing, a photo in her high school yearbook showed Ms. Elton holding a collection of records and stating her plans to work at a record company one day.

Ms. Elton's pragmatic approach to teaching mirrors that of her own journey to her current professorship at the Frost School of Music. It was her intense desire to pursue a career in the music industry, however, that led her to eventually realize her dream when she landed a position at EMI Recorded Music, an internationally recognized record company.

Through her varied experiences as the Head of Educational Partnerships at The Mechanical Licensing Collective (The MLC), Vice President of Product Management at Warner Music Group, Vice President of Mechanical Licensing and Repertoire Data Services at EMI Recorded Music, as well as countless consultancies with stalwart companies like Sony Music Entertainment and Universal Music Group, Ms. Elton models her profound discovery that even though there is an enormous focus on the performer, there are countless essential roles required to support the commercialization of the music itself.

Through Ms. Elton's presentations for educators and students alike, participants come to realize that the skills young musicians learn in the music education classroom prepare them for an array of successful career opportunities in the music industry where they can continue to enjoy a lifelong relationship with music.

### A FEW OF MS. ELTON'S SESSION TITLES ARE:

- "Overview of Music Copyright"
- "Understanding Digital Music Rights and Revenue"
- "Understanding Information Management in the Music Industry"
- "Exploring the Music Modernization Act"
- "Mechanical Licensing and Royalties"

# SERONA ELTON

# CHERYL FLOYD

## BAND AND ORCHESTRA

### Cheryl Floyd

Director of Bands (Retired)  
Hill County Middle School, Austin, Texas



## TEACH WITH ENERGY AND PASSION

Ms. Cheryl Floyd is at home presenting on any topic having to do with instrumental music. She shines especially bright, however, in the realm of “all things middle school.” At this incredibly challenging, yet significantly crucial, time in the lives of young music students, she consistently brings a fine-tuned balance of high expectation, passion and an extra helping of heart to each of her rehearsals.

What young students always seem to take away from Ms. Floyd’s teaching is her passion for developing their musicianship and skills by scouring repertoire to find the perfect piece to accomplish this superior goal. She is highly dedicated to discovering and commissioning exceptional repertoire, which she speaks to in her session titled “Commissioning Music for Young Band.”

As an educator and presenter, Ms. Floyd shares her lifetime of music making and teaching with fellow educators by challenging them to introduce their students to excellent music and to teach with lots of energy and passion — something she does as a dynamic, in-demand guest clinician and conductor through her session “Rehearsal Strategies for the Young and the Restless.” Ms. Floyd is also a champion of unique teaching methods and learning pathways, such as the Suzuki Method. Understanding that students, especially middle school students, learn fastest when they are happy, Ms. Floyd provides a learning environment for students that is fun, high energy, musically focused and inspirational; wisdom she imparts upon other educators so they can inspire the students in their programs.

Viewed and respected as a highly effective conductor, directors across the United States repeatedly call upon Ms. Floyd to work with their students and fine-tune their ensembles.

### SOME OF MS. FLOYD’S SESSION TITLES ARE:

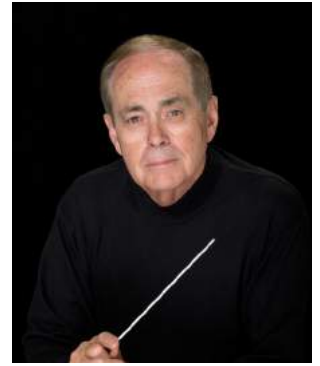
- “Picking Pieces for Picky People”
- “Best Beginnings for Beginners”
- “Rehearsal Strategies for the Young and the Restless”
- “Commissioning Music for Young Band”

# RICHARD FLOYD

**BAND AND ORCHESTRA**

## Richard Floyd

**State Director of Music Emeritus  
The University of Texas at Austin**



# COMMITMENT TO ARTISTRY

**M**r. Richard Floyd is a recognized authority on the art and craft of teaching and making music. He is an ideal director for honor ensembles or lecturer at staff development days and MEA events. Mr. Floyd specializes in challenging student ensembles and music educators alike to reach their highest level of craft and artistry.

When directors have the opportunity to work with the incomparable Mr. Richard Floyd, it doesn't take long to discover that it is his commitment to artistry and passion for the art of making music that are what define him as a conductor. He believes making music is core to our human experience. Mr. Floyd is unique in that he continually creates artistic, musical connections for every level of music-maker, whether they are in a middle school, high school, collegiate or an adult ensemble.

Sharing his passion for making music with students and fellow educators is one of Mr. Floyd's greatest joys. Directors who have the opportunity to see him work with an ensemble observe an uplifting, artistic rehearsal. He desires to lead educators to view what they do as their calling — passion-filled, with art, beauty and inspiration — instead of merely a job.

One of the key distinctions to Mr. Floyd's conducting and teaching is that he leads musicians to uncover the art that is inherent in each piece of quality literature by encouraging them to think and make discoveries on their own. In doing so, Mr. Floyd provides an enlightening experience where music makers create their own artful decisions and subsequently enjoy the rewarding feeling that comes with a sense of ownership of those choices in performing with others.

### **A FEW OF MR. FLOYD'S SESSION TITLES ARE:**

- "Pathways to a Happy Workshop"
- "What They See is What You Get"
- "The Seven Deadly Sins of Music-Making"
- "Getting to the Art of the Matter"
- "Hear It, Feel It, Fix It"
- "Fail Safe Fixes for Frequently Frustrating Flaws"
- "The Music You Play Matters"
- "Do You Hear What I Hear?"
- "Imagine It! Believe It! Go For It!"
- "The Three Es of a Productive Rehearsal: Efficient • Effective • Engaging"
- "Getting It Correct Don't Make It Right"

# KEVIN FORD

## BAND AND ORCHESTRA

### Kevin Ford

Director of Leadership Conservatory for the Arts  
Tarpon Springs High School, Tarpon Springs, Florida



## THE ART OF COLLABORATION

Mr. Kevin Ford has two strong tenants that guide his work. First, he assists his students, and their families in understanding the connection between the artistic and music-making processes, and growing as individuals to become service-minded and compassionate people. Second, he encourages the art of collaboration, both through leadership and by example. By allowing and prompting his students to find answers and solutions, he encourages a process that allows for flexibility and empowerment in the music-making process. This enhances the students' experiences because they are a part of a collaborative environment, which fosters empowerment and creativity.

With empowerment comes responsibility. Mr. Ford sets high expectations for himself and his students at the Leadership Conservatory of the Arts to come to rehearsal prepared and leave with new goals, which the students set for themselves. This is a shared commitment to achieve more and be better every day. This is echoed in the way Mr. Ford utilizes mentorship in his program — experienced musicians are partnered with less experienced musicians in small ensembles, which provides student leaders the opportunity to inspire, lead and help their growing colleagues.

Mr. Ford has a great deal to offer any instrumental educator when it comes to the topic of bringing out the best in student musicians. His leadership program at Tarpon Springs High School is nationally recognized. Any program looking to extend its traditional curriculum to include a creative approach to learning, which focuses on leadership development and artistry should consider learning more about this conceptual approach through a session with Mr. Ford.

### SOME OF MR. FORD'S SESSION TITLES ARE:

- "TEACHING: Building a Culture of Artistic Excellence"
- "Artistry: Unlimited Possibilities"
- "Leadership"
- "Show Design Process"
- "The Importance of an Outstanding Educator"
- "New Teachers: The First 100 Days"

# LARRY GOOKIN

**BAND AND ORCHESTRA**

## Larry Gookin

**Distinguished Professor and Emeritus Professor of Music  
Central Washington University**



# TEACH PEOPLE, NOT JUST MUSIC

Inspired by his own high school band director, Mr. Larry Gookin's primary focus when conducting wind bands of any level is for the performers to "say something." Mere perfection of the technical aspects of performance is simply not enough — musicians must make a personal connection to the music, which results in an expressive, musical presentation. Only then will the ensemble members truly experience the performance as opposed to presenting the performance. Audience members are greatly impacted by this experience, as well.

With more than four decades of educational experience, Mr. Gookin's open and inviting podium style puts his players at ease from the very first note. His teaching philosophy is based on the premise that educators teach people, not just music. He works to help players discover the emotional content within the music, then uses that discovery as the impetus for them to interject their own emotions into the performance. This instills empowered, expression-filled musical decision-making.

Whether conducting an honor band or working in residence with a school band program, Mr. Gookin's teaching style promotes honest exchanges with both students and educators alike. He also enjoys working in-depth with young music educators as they strive to discover who they are as directors and what their ultimate purpose is in teaching.

### **A FEW OF MR. GOOKIN'S SESSION TITLES ARE:**

- "The Art of Musical Conducting"
- "Performance Anxiety and Stage Fright"
- "Music Advocacy"
- "Wind Band Intonation – Yamaha Harmony Director"
- "Emotion and Meaning in Music"
- "Podium Personality and Communication"

# JEFFREY GROGAN

**BAND AND ORCHESTRA**

## Jeffrey Grogan

**Professor of Music and Director of Orchestral Activities**

**Oklahoma City University**

**Artistic Director and Conductor of Oklahoma Youth Orchestras**



## CREATE A LITTLE MAGIC EVERY DAY

**M**r. Jeffrey Grogan is an internationally known conductor and teacher who is dedicated to pursuing his craft and sharing the joy of musical excellence with young musicians. His early teaching experience taught him the importance of “getting to work,” teaching grades 6-12 in a very small town. He quickly learned how to manage it all — from teaching and ordering buses to setting up stands, working with parents and much more. Mr. Grogan engaged fellow teachers, parents, custodians and others to “get the job done.”

This collegial approach helped mold Mr. Grogan’s fundamental belief that gaining the trust of one’s peers, while providing an inspirational angle to understanding the spirit of the music by the players, is fundamentally important. Core to his approach is ensuring that those under his baton know and understand their responsibility to the music and are able to trust and support the ensemble. This is what inspires successful performance experiences. Whether conducting a small chamber ensemble or large all-state orchestra, Mr. Grogan’s focus on each individual’s emotional engagement is key, ensuring every ensemble member is fully engaged in every moment of a rehearsal.

Mr. Grogan pours an exorbitant amount of emotion, energy and passion into every moment, and he also makes the time to celebrate the successes of the music-makers. He creates inspirational moments and fosters a unique vocabulary that serve to provide connections within the music and among the players. He believes that what’s most important is what’s happening in the “here and now” and looks for each opportunity to create a little bit of magic in every rehearsal.

### **SOME OF MR. GROGAN’S SESSION TITLES ARE:**

- “Lead Rehearsals that Inspire”
- “Conducting Artistry through Gesture”

**MUSIC BUSINESS & ENTREPRENEURSHIP**

## Dr. Donny Gruendler

**Vice President of Music Education  
Guitar Center**



# FIND THE EIGHTY PERCENT

A self-proclaimed troublemaker in his own right, Dr. Donny Gruendler learned firsthand how impactful music can be when he joined the stage band in 6th grade. Becoming part of the band immediately transformed him into an exemplary student who would eventually make music his life's work.

Dr. Gruendler subscribes to Miles Davis' tenet: "Anybody can play. The note is only 20%. The attitude of the [person] who plays it is 80%." Through his inquisitive nature and infectious desire to learn, Dr. Gruendler continues to break molds by forging ahead to seek out and create an educational ecosystem that serves today's musicians by asking a series of questions: What other delivery methods are there? What do students really need to know to become independent, fulfilled music-makers? What serves to inspire the 21st century music student to remain engaged?

Dr. Gruendler is passionate about serving the needs of the individual music-maker, no matter what the age, and his outgoing, dynamic personality makes him the Pied Piper of alternative teaching strategies for today's music learners to help them find their own 80%.

Not only does he grasp the reality that music programs will likely continue to exist in some hybrid model of in-person and virtual learning, Dr. Gruendler believes that music-makers will continue to find a way to share their art no matter what the circumstance. He is committed to using his highly energized, vivacious 80% to help music educators better serve their students through the use of diverse teaching strategies as well as to help create a more entrepreneurial approach to music education overall moving forward.

### **A FEW OF DR. GRUENDLER'S SESSION TITLES ARE:**

- "Music Matters"
- "The Music Technology Landscape"
- "Student Evaluations of Teaching: Perceptions of Faculty Knowledge and Their Relation to Learning"
- "Anchoring Creativity Within Today's Music Classrooms"
- "Diversification: Preparing Music Students for a 21st Century Income"



# BARRY HOUSER

## BAND AND ORCHESTRA

### Barry Houser

**Associate Director of Bands, Director of the Marching Illini  
Director of Athletic Bands  
University of Illinois at Urbana-Champaign**



## KEEP STUDENTS NUMBER ONE

**S**tudents, leadership, excellence and passion — the core of Mr. Barry Houser’s teaching, as well as his working with directors, is based on the intermingling of these four components. At the University of Illinois at Urbana-Champaign, Mr. Houser brings a unique energy and enthusiasm to all that his varied positions require. His teaching background encompasses both extensive high school and university experiences, which have been met with incredible success.

He ignites a passion in others for life-long music-making, regardless of their chosen career path. He is in constant pursuit of artistry and believes in continuing to pursue success and excellence every day.

Mr. Houser wholeheartedly believes that students must always be at the core and heart of what music educators teach. His own experience as a collaborative director has led him to discover that directors must do more than “copy and paste” what other programs have done. Rather, there must be a comprehensive understanding of the process that leads to success. Meeting the ensemble where it is then taking it to the next level is his mantra to band directors. By focusing on the students and their ability to grasp musical concepts, Mr. Houser believes that musical excellence will follow and will ultimately drive the ensemble forward.

Providing opportunities for success for each student is at the heart of all that Mr. Houser does. He believes that the sky is the limit as long as he holds students to a communicated level of excellence, whether in the classroom, on the gridiron, or in life outside of the music-making realm.

### SOME OF MR. HOUSER’S SESSION TITLES ARE:

- “From the Football Field to the Concert Stage”
- “Technology on the Gridiron”
- “System + Spirit = Success”
- “Inspiring Leadership”
- “Solution-Driven Leaders: The Ultimate Choice”
- “Mission and Vision: Realizing Your Potential”
- “Unlocking the Magic of Student Leadership”
- “Methods to Create a Culture of Greatness”

JERRY JUNKIN

**BAND AND ORCHESTRA**

## Jerry Junkin

**Director of Bands and Professor of Wind Conducting  
Butler School of Music at The University of Texas at Austin**



# CREATE SELF-SUSTAINING INSPIRATION

Whether conducting a group of professionals or students, Mr. Jerry Junkin is committed to ensuring that musicians under his baton make an emotional connection to the music. This comes, in part, as a result of choosing the exact, right piece of repertoire for the ensemble, as well as delving into the intent of the composer to discover the inspiration for the work. As an esteemed conductor and university educator, Mr. Junkin thrives when approaching an ensemble with a solid base, so he can enhance the great work being done and really move it to a deeper, more inspired level.

Educators attending Mr. Junkin's workshops soon discover that the technical aspects of ensemble music-making simply scratch the surface. Although the development of musicianship is always at the forefront, Mr. Junkin believes that it is only through a comprehensive understanding of the music — its purpose, musical elements, emotion — that directors can assist and lead students to develop natural instincts, and eventually arrive at a place where they can inspire themselves.

Mr. Junkin is a respected authority on conducting and is an in-demand speaker, adjudicator and conductor. He is an ideal guest as a conductor for honor ensembles or as a lecturer at staff development days and MEA events.

### **A FEW OF MR. JUNKIN'S SESSION TITLES INCLUDE:**

- "Leave No Tone Unstirred"
- "Does Expressive Conducting Make a Difference?"
- "Score Study"

# PHILLIP KEVEREN

## KEYBOARD PEDAGOGY

### Phillip Keveren

Composer and Pianist and Co-Author of the  
Hal Leonard Student Piano Library



## CONNECT THE STUDENT TO THE MUSIC

The fundamental principle behind world-renowned composer Mr. Phillip Keveren's highly circulated educational piano music is "simple is best." Striving to understand what students are hoping to feel in each piece, Mr. Keveren focuses on the educational experience behind the music he's writing. To do this, he imagines himself as the student, reflecting on what excited him as a child. He then seeks to provide the student with a clean and clear composition so that musicians feel truthful in their performance.

Mr. Keveren regularly works with teachers to bring his unique perspective into how students connect with educational piano music. He dives into the psyche of the student: *Why are they there? What are they looking for? What makes them excited and motivated?*

Mr. Keveren was taught piano in a traditional, classic sense before discovering jazz and pop music. He tells music educators, "I understand what it's like to feel like a square, and you're trying to figure out what's at the core of popular music," he says.

Discovery is a common theme with Mr. Keveren — it wasn't until college that he was exposed to elements of the music industry, such as composing and arranging, that opened the door to his current career path.

As is often true with creative individuals, Mr. Keveren feels the effects of "imposter syndrome," which allows him to connect to both educators and students in a highly effective manner. Honest and curious, Mr. Keveren's love for the world of keyboard pedagogy is as infectious as it is insightful. His writing continues to stretch the bar of possibility and drive the future of music education forward.

### SOME OF MR. KEVEREN'S SESSION TITLES ARE:

- "Fueling Student Creativity: Fostering Improvisation and Composition Skills from the Beginning"
- "Lessons with Dmitry & Friedrich: How Kabalevsky and Burgmüller Can Nurture the Creative Spirit"

# CRAIG KIRCHHOFF

**BAND AND ORCHESTRA**

## Craig Kirchoff

**Professor of Conducting and  
Director Emeritus of University Bands  
University of Minnesota**



# UNLOCK INSPIRATION

Having appeared as a guest conductor throughout the world, Mr. Craig Kirchoff brings a deep understanding of both traditional and contemporary literature to his sessions, including one titled “Score Study: A Different Perspective.” With a celebrated teaching career spanning decades, Mr. Kirchoff remains true to his mission of changing lives through the experience of making music.

He works extensively with undergraduate and graduate music students, helping them amass a collection of tools which they, in turn, may use to provide life-changing experiences for their future students. Mr. Kirchoff also thoroughly enjoys working with and guest conducting high school and collegiate ensembles.

Inspired by his high school band director, Mr. Kirchoff challenges and motivates educators to rediscover the “magical moment” when their lives were changed through music. Through this sense of purpose, directors find a more philosophical framework for teaching, and realize their most significant contribution as an educator is to pass this inspiration on to their students. He truly believes that all decision-making stems from a desire to provide an atmosphere that enhances the students’ curiosity, so that they are able to unlock their own discoveries about and passion for meaningful music-making.

Mr. Kirchoff believes that enthusiasm is external, and alone will not motivate an educator or a student. Passion, however, is internal, lasts a lifetime and moves us all forward while inspiring others.

### **A FEW OF MR. KIRCHHOFF'S SESSION TITLES ARE:**

- “Some Things I Believe”
- “Score Study: A Different Perspective”
- “The Rehearsal Technique: It’s Not What You Say, But How You Say It”
- “Teaching the Art of Listening in Rehearsal”
- “Is Your Conducting Helping or Hurting Your Ensemble?”

# GARY LEWIS

## BAND AND ORCHESTRA

### Gary Lewis

**Director of Orchestral Studies**  
**Bob and Judy Charles Professor of Conducting**  
**University of Colorado Boulder**



## MUSIC CONNECTS US ALL

A multifaceted artist, Mr. Gary Lewis has done it all — from jazz performance and marching band, to musical theater and opera, to arranging for a variety of genres, as well as entrepreneurial efforts such as establishing a contemporary music festival. With such diverse experiences, Mr. Lewis lives his belief that music serves as “the thread that connects us all.” He is fervent in his belief that music is the great equalizer and that educators can change lives through the indispensable gift of teaching young people how to make music — what he calls the single most important thing.

Core to Mr. Lewis’ teaching and workshops is a focus on developing and enhancing the unique relationships that are found within the exemplary ensemble. He inspires directors to discover how they can empower their own students by teaching them how to interact and collaborate with each other in the music-making process. This art of close and connected collaboration is critical to the success of a chamber ensemble, and he applies the same types of principles to larger ensembles. Fostering an environment where all musicians discover the inherent intimacy and awareness of music-making not only leads students to become more independent musicians, but also provides heightened and more fulfilling experiences with others.

As conductor of the University Symphony Orchestra at the University of Colorado Boulder, Mr. Lewis also oversees the entire orchestra program and leads the graduate program in orchestral conducting. His graduate conducting students have enjoyed great success as conductors of university orchestra programs, youth orchestras and professional orchestras alike.

### SOME OF MR. LEWIS’ SESSION TITLES INCLUDE:

- “Conducting: Giving Up Control to Gain Control”
- “Rehearsal Techniques (The Long Game: Giving our students the skills and responsibility to be independent)”
- “Making Our Large Ensembles More Like Chamber Music”
- “4/4 is 4/4: Empowering Ourselves to Work with Strings, Winds and Percussion”
- “Building Leadership In Your Ensemble”
- “Score Study and Preparation: How Analysis Meets Performance”
- “Bach and Beyond: Baroque-Style Performance Practice Applications for String Orchestra”
- “Art vs. Craft: How to Get to the Technique Through the Music”

## BAND AND ORCHESTRA

# Anthony Maiello

University Professor and Professor of Music  
George Mason University, Fairfax, Virginia



# TEACH WITH FIERY ENTHUSIASM

With a broad and diverse arsenal of experiences spanning over five decades, Mr. Anthony Maiello's enthusiasm for teaching music is nothing short of contagious. Having taught instrumental music education from the grade-school level through the university doctoral level, both in the United States and abroad, his experiences give him a unique view and approach to teaching and making music. Not only is Mr. Maiello one of the most inspiring conductors of our time, he approaches every teaching situation with the same verve — whether teaching a private lesson, having a one-on-one conversation or conducting the premiere of a new work. He views each moment as an opportunity to inspire and nurture a love of sharing music with others.

Mr. Maiello's mantra is that music is a powerful art form, with the power to touch humanity, souls and a person's complete being. His presentations are centered around teaching with enthusiasm and energy, "like your hair is on fire!" He believes that directors should always strive to motivate each other, so that they might do the same for their students. This is displayed in his session entitled "Student Motivation Techniques."

Mr. Maiello is an extremely effective clinician for bands, wind ensembles and orchestras. He is a highly sought-after lecturer for college-level conducting students.

Working collaboratively with Mr. Maiello is a game-changing, inspirational experience in the life of any conductor, whether in a professional development session, such as "How's Your Podium I.Q. ('I' Stands for Inspirational)?" or as an observer in an ensemble rehearsal with musicians of any age or ability level.

### A FEW OF MR. MAIELLO'S SESSION TITLES:

- "Conducting — A Hands-On Approach"
- "Conducting Nuances — Little Things Mean a Lot"
- "Serious Score Study"
- "How's Your Podium IQ? ('I' Stands for Inspirational)"
- "Student Motivation Techniques"

# ANTHONY MAIELLO

## KEYBOARD PEDAGOGY

### Andrea McAlister

Associate Professor of Piano Pedagogy  
Oberlin College and Conservatory, Oberlin, Ohio  
Director of Digital Content for the Frances Clark Center  
Senior Editor for Piano Magazine



## ENGAGING CURIOSITY

**M**s. Andrea McAlister embraces the magic of communicating through music and cherishes the opportunity to help students learn to play piano. She engages her students' curiosity and guides them through the learning process by drawing them into the music and giving them the tools not only to reproduce a piece, but also to create. She encourages her students to use their imagination freely, experiment and push boundaries in interpreting music and composing.

During her sessions and workshops for educators, Ms. McAlister emphasizes the importance of group learning because it demands accountability and requires students to work together to achieve a common goal. Relationship-building and establishing trust are key elements of Ms. McAlister's teaching style. Agreeing with a favorite quote by Frances Clark, McAlister believes that educators "teach the student first, the music second and the piano third."

Ms. McAlister always seeks to show up and give students her best, even on "off days." She tells educators, "I need to bring my best because that's what my students need. In addition to being their piano teacher, they may need me to be a good listener, a strong shoulder to cry on, someone to offer advice. They deserve my best day, every day."

At 10 years old, Ms. McAlister knew that she was destined to follow in her parents' footsteps and become a teacher. She understands that music educators have a special relationship with their students, and credits two meaningful professors with nurturing her and helping shape her own path into keyboard pedagogy: applied instructor Richard Morris and pedagogy professor Michelle Conda from the University of Cincinnati College-Conservatory of Music. She now seeks to recognize those early "sparks" in her students and help to nudge them in the right direction.

### SOME OF MS. MCALISTER'S SESSION TITLES ARE:

- "The Language of Praise and Feedback"
- "Lesson Planning with the Brain in Mind: Proven Ways to Stimulate and Motivate"
- "The Art of Questioning: How to Ask the Right Question at the Right Time"
- "Teaching with Technology"
- "Artistic Approaches to Beginning Piano Study"
- "Teens and Tweens: Teaching Through the Tough Times"

### Marcia Neel

Senior Director of Education for Yamaha  
President of Music Education Consultants, Las Vegas, Nevada



## AN ORGANIZED VISION

**D**ynamic, energetic, exciting — these are the words used to describe Ms. Marcia Neel, one of the most knowledgeable professionals in the field of music education today. This began years ago when she was a secondary music educator whose ensembles were known for consistent quality and attention to artistic detail. Ms. Neel has carried that philosophy and constant search for perfection into everything she does — particularly when it comes to the complex art of school- and district-wide program building, where all of the pieces relating to standards-based curriculum, including instruction, scheduling, recruitment and retention, professional development and student achievement, come together to form the ideal, sequential program.

Ms. Neel cares about serving schools and school districts by providing just this type of guidance. From building or refining course syllabi to organizing a K-12 Master Music Education Plan that results in increasing the numbers of students served through an enhanced, relevant curriculum, Ms. Neel has done it all as the Secondary Fine and Performing Arts Coordinator for the Clark County School District (CCSD), headquartered in Las Vegas, Nevada. Over the course of her 14-year tenure, she led the Secondary Arts Education program to an astounding level of growth and enrollment. The standards-based Mariachi Program, implemented in 2002 in the CCSD, has grown from 250 students to almost 7,000 today.

Ms. Neel's enthusiasm for engaging more children in music-making is contagious, and providing these opportunities through an organized, well-thought-out vision and unified approach is her passion.

### A FEW OF MS. NEEL'S SESSION TITLES INCLUDE:

- KEYNOTE: "Back to the Future — A Return to the 'Why'"
- "Bridging the Gap Between Middle School and High School: Tips for Ensuring a Seamless Instrumental Music Education Experience"
- "Building Your Music Program: A Practical Guide for Recruitment and Retention"
- "Interviewing Skills: the Rules of the Road"
- "Show me (How to Get) the Money: Accessing Federal Funds for Music Education"
- "Inclusivity and Diversity in Music Education: Programs that Engage Underserved Populations and Embrace Social-Emotional Learning"
- "Making an Advocate out of Your Principal: Ten Things You Can Do on Monday"
- "Analogy of the Band Director's Job . . . the CEO Approach"
- "Creating a Unified Message: The District-Wide Music Education Plan"



### Dr. Jeffrey Nyтч

Director of the Entrepreneurship Center for Music  
University of Colorado Boulder



# PUT THE NEEDS OF THE AUDIENCE FIRST

Leading students who love to perform to understand the realities of earning a sustainable income through making music is a vital, albeit challenging, task for any educator. Relatively few orchestral openings exist and applied teaching positions at universities are a scarcity as well. Dr. Jeffrey Nyтч walked this meandering career path himself until he discovered and embraced the concept of music entrepreneurship.

The recipient of the Sharon T. Alpi Award for Innovative Pedagogy by the Society for Arts Entrepreneurship Education, Dr. Nyтч is a highly sought-after presenter for music educators and students of all ages. Through these enlightening and engaging sessions, he shares how he lays the groundwork for a fulfilling career with his students at the Entrepreneurship Center for Music (ECM) at the University of Colorado Boulder.

Dr. Nyтч’s focus is to help students discover that they must always consider the needs of the particular audience they seek to reach, an audience whose idea of music can run the gamut from a date night at a jazz club to a sparkling performance in a concert hall to some alone time listening to a recording of a much-loved artist. He then asks his students to contemplate how they would meet those needs through their own music-making.

In order to have sustainable careers in music, they must grasp what Dr. Nyтч calls “The Entrepreneur’s Maxim”: the market will value the product that meets its needs. Understanding who you’re trying to reach and what they need to experience is at the heart of all entrepreneurial activity and illustrates how entrepreneurship is about more than “business” — it’s about empowering one’s unique musical voice.

In his book, “The Entrepreneurial Muse: Inspiring Your Career in Classical Music,” Dr. Nyтч explores the principles of entrepreneurship in a classical music setting, inspiring students, emerging professionals and educators alike. His program at the University of Colorado has been recognized by the Global Consortium of Entrepreneurship Centers, which presented him with the “Specialty Entrepreneurship Award” in 2020.

#### SOME OF DR. NYTCH’S SESSION TITLES ARE:

- “The Entrepreneurial Musician”
- “Dusting off the Classical Music Concerts: New Paradigms for the 21st century”
- “The Conductor as Curator: Artistic Identity, Programming and Audience Engagement”
- “Crowdfunding: Raising Dollars through Community”
- “Entrepreneurship and Creativity: A Match Made in Heaven”

# PAMELLA PIKE

## KEYBOARD PEDAGOGY

### Pamela Pike

Herndon Spillman Professorship in Piano Pedagogy

Louisiana State University

Editor in Chief/Chief Content Director for Piano Magazine



## ENGAGE STUDENTS' NATURAL CURIOSITY

A highly respected and upbeat voice in expanding the world of keyboard pedagogy, Ms. Pamela Pike stresses the importance of understanding the needs of diverse students in all stages of life. She shares her recognizable passion and unique insights with educators, helping craft curricula to fit each student at their current level and empower them to develop and refine the skills to continue their musical journey. Ms. Pike seeks to inspire all students to become lifelong learners and music-makers by engaging their natural curiosity. She has extensive knowledge into teaching piano to students of all ages, both privately and in group settings.

Understanding that adults have different needs based on their individual stage in life, several of Ms. Pike's professional development sessions focus on guiding educators to adjust their teaching style to fit the student and not just the age group. Regardless of a student's level of skill, she's able to build a map to navigate through the learning process, believing that anyone can learn to play the piano depending on how much they dedicate themselves.

"If a student isn't learning and they're putting forth the effort, that's my fault as a teacher," Ms. Pike says. "I must be missing a piece there."

Beyond the classroom, Ms. Pike and her work on Piano Magazine brings focus to the evolving nature of keyboard pedagogy. Her mission is to share and preserve this essential knowledge base so that it can be accessible to anyone interested in learning or teaching piano. Her research interests include distance learning, teaching older adults (third-age students), group teaching techniques, and cognition and human learning.

### SOME OF MS. PIKE'S SESSION TITLES ARE:

- "Sight-Reading Strategies"
- "Practice Strategies That Work!"
- "Developing Artistry in Intermediate Students"
- "Motivation"
- "Group Teaching Techniques"
- "Distance Teaching 101"
- "Facilitating Adult Learning in the Music Studio"

# MICHAEL POTE

## BAND AND ORCHESTRA

### Michael Pote

Director of Bands  
Carmel High School, Carmel, Indiana



## CREATE A BALANCED PROGRAM

Mr. Michael Pote, an award-winning band director and highly sought-after speaker, clearly demonstrates that success in a large, high-profile program stems from understanding and utilizing the strengths of everyone involved as well as equipping students with the musical tools necessary to guarantee achievement at the highest level. Under his leadership, Carmel High School in Indiana has garnered national recognition, including being named one of NAMM's Best Communities for Music Education in 2019 as part of Carmel Clay Schools.

Mr. Pote believes that notoriety takes a back seat to creating a balanced program where every student's musical and educational needs are considered. He strives to create a highly collaborative environment where students are active, critical listeners and an integral part of every rehearsal.

Directors who attend Mr. Pote's presentations or read "Process," his sets of ensemble exercises, will learn how his keen approach to rehearsal strategies blurs the line between traditional warmup and fine-tuning musicality and musicianship. Focusing on the "why" and "how" of every exercise, rather than the "what," gives purpose and strategy to rehearsals. With clear and specific communication, music educators should help students see the value of building a skill through a particular exercise that can translate into a portion of the score or their musicality. This strategic and focused approach provides an economical path to integrating skills directly into music.

Through these tactics, Mr. Pote is a master at sharpening musical reflexes through effective warmups, which leads to students being able to rely on those concepts when a musical challenge arises. He emphasizes that all practice or exercises that students are asked to perfect should have real, tangible applications.

### SOME OF MR. POTE'S SESSION TITLES ARE:

- "Less is More — Create an Ensemble Basics Program that Really Works"
- "There is No Off-Season — How to Create a Balanced Program that has Concert Literature at its Core"
- "Blurring the Line Between Warmup and Literature — A Holistic Approach to Utilizing Your Rehearsal Time"
- "Ensemble — An Integrated Approach to the Yamaha Harmony Director"
- "Teaching from the Light — Crafting Positive, Student-Driven Feedback"

# DR STAN RENARD

## MUSIC BUSINESS & ENTREPRENEURSHIP

### Dr. Stan Renard

Assistant Professor of Music Marketing  
Asst. Dir. of the Center for Innovation, Technology, and Entrepreneurship  
Director of the Arts Incubation Research Lab  
The University of Texas at San Antonio



## ACHIEVE THE UNIMAGINABLE

Performer, researcher and multi-lingual presenter, Dr. Stan Renard's international and diverse background comes into play in leading the Music Marketing Program at the University of Texas at San Antonio (UTSA). His exuberance for creating replicable mechanisms that serve to improve existing systems in a variety of organizations is only surpassed by his level of exhilaration when speaking about it. Dr. Renard exudes excitement when sharing how the Music Business Curriculum he developed in partnership with a local San Antonio high school empowered hundreds of students to contemplate careers in the music industry. When first offered, over 400 students tried to enroll, but only 60 participants could be accommodated. The second year of this highly successful curriculum is a practicum, which dovetails into his program at UTSA.

In his sessions, Dr. Renard provides secondary school educators and their students with successful working models that allow educators to expand their programs to address another facet of an education in music — that of a career path in the music industry.

A proponent of experiential learning, Dr. Renard's teaching techniques are rooted in project-based undertakings. Through a reverse-engineering approach, students are challenged to create projects ranging from releasing recordings to creating pitch decks and even organizing media buying campaigns. His focus on team building, networking and a capacity for effective writing, helps his students develop the skills needed to become the effective industry leaders of tomorrow.

Focusing on continuous personal improvement and purpose, Dr. Renard lives a contagious "I-love-everything-I-do" attitude and his joyful perspective continues to inspire his students to achieve the unimaginable.

### A FEW OF DR. RENARD'S SESSION TITLES ARE:

- "Marketing Your Music Program Like A Pro!"
- "Building a Top Music Industry Resume: Strategies Learned from Industry Demand"
- "From Incubation to Delivery: An Application of Project Management"
- "Spark New Research, Ignite Your Teaching with Music Data"
- "Growing Your Network Capacity"
- "The Entrepreneur Mindset"
- "The Nexus of Entrepreneurial Culture and Digital Skills in Promoting Arts Entrepreneurship"
- "Increasing Your Diversity of Experience"

## BAND AND ORCHESTRA

### Dr. Kevin Sedatole

Professor of Music and Director of Bands  
Michigan State University



## CREATE EQUIVALENCE

**D**r. Kevin Sedatole serves as administrator of the entire band program at Michigan State University, totaling over 700 students, which includes the wind symphony, symphony band, concert band, chamber winds, campus bands, Spartan Marching Band and Spartan Brass. Having conducted and taught all over the world, Dr. Sedatole's commitment to music-making and conducting is to the music itself, through the study of the score, the understanding of the intent of the composer and knowing what is best for the musicians. This provides a setting for increased musicianship on the part of the performers as individuals as well as the proficiency of the ensemble.

"When the ensemble knows that the director's top priority is to serve the music," Dr. Sedatole says, "the bar is raised."

Dr. Sedatole continues to serve high school and collegiate level band and orchestral teachers as a clinician, guest conductor and adjudicator. As a young educator, one of the first things he learned from his mentors was to treat everyone equally. In their positions as leaders, ensemble directors walk a fine line of being perceived as an authority figure.

Directors who work with Dr. Sedatole soon discover that his conducting and teaching style provides more of an atmosphere of equivalence, as he presents different ways of doing and looking at things, giving musicians things to think about on their own. Whether working with students in an honor band setting or with educators in a workshop setting, his approachable style provides a genuine atmosphere that truly connects the director and the ensemble members.

### SOME OF DR. SEDATOLE'S SESSION TITLES ARE:

- "Expressive Conducting Gestures Based on the Laban Method"
- "Quality Repertoire – The What, Why and How"
- "Building Musical Depth Through Quality Experience"

# OMAR THOMAS

**BAND AND ORCHESTRA**

## Omar Thomas

**Assistant Professor of Composition at Butler School of Music  
The University of Texas at Austin**



# ENCOURAGE UNINHIBITED CREATIVITY

**M**r. Omar Thomas is helping educators rethink the way that they can build non-exclusionary curricula. Feet firmly planted in the multiple worlds of music, Mr. Thomas is a leading voice in the belief that genres like classical and jazz aren't actually so different. Seeking to provide access to different genres and stimulate open-mindedness within the classroom, he works with colleagues to direct progressive curriculum changes and increase communication between students and educators.

Encouraging students to be “small in their greatness and great in their smallness,” Mr. Thomas has an honest, modern view on composition and musical growth. He inspires students and educators alike to test boundaries, supported by a belief that people are naturally going to stumble at times when they're pioneers. While being hailed by Herbie Hancock as showing “great promise as a new voice in the further development of jazz in the future,” what greatly appeals to Mr. Thomas' students and colleagues is that he understands how the musical concepts rooted in jazz or classical translate to other genres, and he strives to display musical diversity in his teaching.

Inspired by Nina Simone, Mr. Thomas believes that the mission of artists is to reflect the times and situations in which they find themselves, and he instills this value in his students and colleagues. He proudly wears his heart on his sleeve, encouraging students to bare their soul to the world through their music, understanding that the audience responds to authenticity and vulnerability.

“We're encoding the stories of the past and the present so that we can have a clear and honest picture of who we've been, what we're building upon, and where we're going creatively — which is a reflection of our society. Lean into the music of the world you're living in,” Mr. Thomas says.

Mr. Thomas is a passionate and engaging guest conductor, lecturer, clinician, or artist-in-residence for any program.

### **A FEW OF MR. THOMAS' SESSION TITLES ARE:**

- “The ‘Money’ Notes: Coloring Dominants in Jazz Harmony”
- “Beyond Key Signatures: Unlocking the Circle of Fifths”
- “The Power of Mediant Harmonic Motion”
- “The Post-Genre Era”

**BAND AND ORCHESTRA**

## Dr. Emily Threinen

**Director of Bands and Associate Professor of Music  
University of Minnesota**



# FOSTER INSPIRATION

**D**r. Emily Threinen consistently works with composers, arrangers and performing artists of varied disciplines. Residencies and projects with composers and new compositions are integral to her creative work. She is an active and in-demand guest conductor, clinician, conference presenter and performer.

Passion with excellence motivates Dr. Threinen's teaching. She aims to create an environment, whether it's during a rehearsal, in the classroom, in private lessons, in public workshops, etc., where students and educators can achieve something beyond what they previously thought possible. When working with students, she shares her ideas and processes in a way that inspires thought, feeling and creativity. When working with educators and conductors, she brings solid pedagogy, research, analysis and respect for tradition as well as incredibly high standards, inspiring the goal of being true to oneself.

Dr. Threinen is a true artist when it comes to programming and careful study of score, which she highlights in presentations titled "Connecting the Dots: Linking Score Study to Authentic Gestural Communication" and "You are What You Program: Developing a Programming Philosophy."

Dr. Threinen is keenly aware of time when interacting with students and educators, recognizing every minute spent with a student or educator is a gift to be carefully considered. Success and development take time, investment and practice. Focused work and diligent awareness of oneself can spur educators and students toward success in both career and personal ambition. Inspiring directors to take time and make the long-term investment in their students' development drives Dr. Threinen, and makes her a highly sought-after educator.

### **SOME OF DR. THREINEN'S SESSION TITLES ARE:**

- "Passion from the Podium: Rehearsals Aiming to Inspire"
- "Connecting the Dots: Linking Score Discovery to Authentic Gestures"
- "Score Discovery: Finding Your Interpretation"
- "We are What We Play: Developing a Programming Philosophy"

# Marguerite Wilder

**Middle School Conductor, Clinician and Consultant**



# BEGINNERS' MUSICAL ARTISTRY

The ultimate goal for beginning band students is the development of skills and understanding that enable the student to experience musical artistry. Ms. Marguerite Wilder's innovative, game-filled approach to teaching fundamentals help set students on a strong path toward success. This technique helps teachers monitor individual progress while providing the students with a comprehensive, rigorous and creative learning experience that includes strong aural skills and improvisation techniques.

Ms. Wilder also works with educators on effective strategies to transfer young musicians from short method book songs and arrangements to full band arrangement experiences. She explores how daily routines start with warm-up and fundamental exercises that address the components of music that will be used in their music literature. Young instrumentalists also need an understanding of how melody, rhythm, harmony and bass lines combine to produce music.

Band directors looking for ideas to incorporate into their beginning band classes have found great success implementing Ms. Wilder's unique ideas and have discovered that her comprehensive approach has led to enhanced musical independence for students at an accelerated pace.

## A FEW OF MS. WILDER'S SESSION TITLES ARE:

- "Meaningful Middle School Band Rehearsals"
- "An Aural Approach with Instrumental Music Using Conversational Solfege"
- "Habits of a Successful Middle School Band"
- "Teaching and Rehearsing the Middle School Band"
- "Do It! Teaching through Rain, Sleet, Snow and a 7th Grade Fire Drill"
- "You Too Can Be a Winner with Beginners"
- "Creating Habits of Success for the Young Band"





# EMPOWERING TEACHERS TODAY POWERS THE MUSIC OF TOMORROW

## The Yamaha Master Educator Collective

The musical journey never ends. That's why we brought Master Educators together to inspire teachers and students to realize their full potential. Workshops are designed for middle school through collegiate level and include topics such as: Habits of Successful Middle School Band Directors, Building Leadership In Your Ensemble, Developing a Programming Philosophy and more.

### Master Educators include:



**Dr. Rodney Dorsey**  
Professor of Music in Bands,  
Indiana University



**Dr. Kevin Sedatole**  
Professor of Music  
and Director of Bands,  
Michigan State University



**Marcia Neel**  
Senior Director of Education for Yamaha,  
President of Music Education Consultants

To learn more about the program and choose from 30 Master Educators who will help you reach your goals, please contact Jalissa Gascho at [jgascho@yamaha.com](mailto:jgascho@yamaha.com). Visit us at [yamaha.io/mastereducators](http://yamaha.io/mastereducators)