

CROWD CONTROL

Second Edition



*Classroom Management and Effective
Teaching for Chorus, Band, and Orchestra*

SUSAN L. HAUGLAND

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Published in partnership with
National Association for Music Education

ROWMAN & LITTLEFIELD EDUCATION
A division of
ROWMAN & LITTLEFIELD PUBLISHERS, INC.
Lanham • New York • Toronto • Plymouth, UK

Published in partnership with National Association for Music Education

Published by Rowman & Littlefield Education
A division of Rowman & Littlefield Publishers, Inc.
A wholly owned subsidiary of The Rowman & Littlefield Publishing Group, Inc.
4501 Forbes Boulevard, Suite 200, Lanham, Maryland 20706
www.rowman.com

10 Thornbury Road, Plymouth PL6 7PP, United Kingdom

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British Library Cataloguing in Publication Information Available

Library of Congress Cataloging-in-Publication Data

Haugland, Susan L.
Crowd control : crowd management and effective teaching for chorus, band, and orchestra / Susan L. Haugland. — Second edition.
pages cm
“Published in partnership with National Association for Music Education.”
ISBN 978-1-4758-0362-4 (cloth : alk. paper) — ISBN 978-1-4758-0363-1 (pbk. : alk. paper) — ISBN 978-1-4758-0364-8 (electronic)
1. School music—Instruction and study. 2. Classroom management. I. National Association for Music Education. II. Title.
MT1.H38 2013
781.44071'2—dc23
2012046634



The paper used in this publication meets the minimum requirements of American National Standard for Information Sciences Permanence of Paper for Printed Library Materials, ANSI/NISO Z39.48-1992.

Printed in the United States of America

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Foreword

Yes, there are other resources—books, articles, and online resources—that address classroom management. But what Susan Haugland brings to us is a unique blend of her personal experience and down-to-earth attitude.

As a music teacher, you know that rehearsal time is a precious commodity, and making the most of it by running an efficient classroom that maximizes learning and minimizes interruptions is a vital part of providing your pupils with high-quality music instruction.

The reader will quickly realize that her casual, witty style contains a great deal of valuable information based on solid success within a variety of media, age groups, and environments. Just her advice on how to get ready for the first day is worth the cost of this book.

Written as though you were chatting with her in a local coffee shop or teachers' lounge, Susan has a knack for knowing what makes students—especially middle school students—tick. She presents tons of good information within a practical framework that accurately reflects what real music classrooms and, more importantly, what real students are actually like.

I am confident that *Crowd Control* will engender can-do confidence in preservice and first-year teachers, as well as assuage some of those first-day through first-year jitters. Experienced teachers will likewise gain a new perspective on familiar, ongoing challenges, such as fundraising while also building ensemble unity, assessing student achievement aligned with the National Standards for Music Education, motivating students, infusing fresh air into an established program, and staving off burnout and stagnation.

As I read this book, I often found myself smiling. Susan's keen observations about working with kids, parents, administrators, and school staff will certainly resonate with seasoned teachers. And to save young teachers particular miseries, Susan candidly shares her own mistakes—and explains exactly what to do differently.

I also read *Crowd Control* with a certain amount of regret. Had I read this book years ago, I would have saved all the money that I spent on antacids during my first year of teaching!

I look forward to adopting *Crowd Control* for my instrumental methods classes at Northwestern and will confidently recommend it to my

colleagues as well. Now, if you will excuse me, I have to prepare for my next class. . . .

Dr. James Kjelland
Associate Professor of Music Education
Northwestern University

Acknowledgments

I am indebted to numerous teachers from whom I have learned pedagogy; colleagues from whom I have stolen teaching ideas; and students who have endured my many mistakes along the way. I would also like to thank my friends, Mary Shanley and Beth Terrell, and my mother, Linda Lott, for helping me fine-tune my ideas, as well as my editor, Ashley Opp, for putting such elegant finishing touches on this book.

