

Conducting Behaviors

10 Years Ago in Bandworld

by Edwin Kruth

Conducting behaviors that can cause discipline problems: Some reminders:

1. Conductor not prepared for rehearsal-has no systematic plan for rehearsal.
2. Tries to learn the music at rehearsal.
3. With arms and baton in conducting position, he talks at length.
4. Late in starting rehearsals.
5. Lacks effective preparatory practices at beginning of rehearsal.
6. Confusing preparatory beats (in the character of the music).
7. Takes for granted that students are mind readers. Is not clear in explanation.
8. Talks too rapidly. Moves from one issue to another too quickly.
9. Changes mind as to where to start.
10. Lacks "pace" in rehearsal. Moves too slowly (this depends on the group in many cases).
11. Stops frequently, often without good reason: nothing is corrected-simply repeats hoping the problem will right itself
12. Works too long on problems of one section or one player-loses contact with the entire group.
13. Works too long on one problem. (law of diminishing return)
14. Wastes time rehearsing complete passages or a complete piece when spot rehearsals would be more efficient.
15. Lacks a system of breaking down a problem and drilling on the crucial aspects of the difficulty.
16. Lacks a working knowledge of all instruments, their individual problems, and fingering solutions to difficult passages.
17. Does not hear individual players-assuming that they all know their parts.
18. Blames a whole section or the entire group for an individual problem in performance or behavior.
19. Lacks eye contact.
20. Is not consistent in correcting errors. Allows players to continue with bad habits.
21. Ignores problems or behaviors in single sections.
22. Lacks voice contact-does not speak loudly enough to reach all players.
23. Talks too much; not enough playing.
24. Folders not compete; missing parts. Some players are idle.
25. Lacks capacity to illustrate the correction of a problem.
26. Does not have a thorough understanding of fundamentals. Works on each number as such. Not enough carry over of basic principles of musicianship from one number to another. Too much rehearsal time is used in learning each piece without effective transfer.
27. Seems to "pick on" some students and ignores others.
28. Music is too difficult for the group.
29. Music not made interesting to the students through understanding
30. Wastes time on repairs etc. during rehearsal, losing attention.

31. Inadequate baton technique.
32. Inadequate body language (face, posture, movement, etc.)
33. Players cannot see the conductor's eyes.
34. Conductors stand too high or too low. Players cannot see the beat.
35. Conductors stand too high or too low. Stand in the wrong position to allow them to see the conductor at all times.
36. Over-rehearsal allowing music to get stale prior to the performance.