

Overview for Instructors

Leadership Program for Musicians, Inc.

Resources for Effective Music Ministry

This sheet is intended to be copied by a local LPM coordinator and given to the instructor with the course material.

Helpful things to understand This course is very practical in nature, a sort of “nuts and bolts” approach to developing skills and knowledge of resources. There is more material in each session than can be completely offered in class time.

Get to know your participants and their needs through conversation and the preclass survey (Appendix A). Then choose the majority of the material that will be the most beneficial. Some areas of interest may serve as a judicatory workshop offering.

There are many lists and examples, but these serve only as a basis for learning and exploring those resources and skills needed for music ministry. Encourage participants to add their own examples to the course and share those with the rest of the class.

Permission is given to rearrange the order of the sessions to meet the needs and priorities of the group; however, all sessions must be taught.

Materials See complete listing on page 6. Participants should obtain the resources of their own denomination. If possible, participants should purchase the hymnal and planning resources of other denominations.

All appendixes may be reproduced for class use.

Ideally, all resources listed in the bibliography on pages 214-215 should be available in a local LPM Resource Library for participant use.

Suggested resources for each session are listed at the beginning of that session. Instructors should bring to the appropriate class session as many of these and other resources as possible so that participants can become acquainted with them.

Assignments Each session includes a written assignment that must be completed. Unacceptable papers may be written again. Assignments are designed to be practical exercises to assist participants in learning about available resources and applying this knowledge in their local music programs. In the case of assignments for specific liturgies in years A, B, or C, the instructor could make changes so that the exercise would be more time sensitive.

Hints for teaching In choosing examples from hymnals and hymnal supplements, try to use examples that appear in all the denominations represented resources. Also, offer a balance of hymn selections that are not contained in both main hymnals and supplements, to enrich the knowledge of old and new hymnody of both denominations.

When working on the sessions involving pastoral skills and developing/sustaining healthy musician-clergy relations, gently terminate gripe sessions if they begin; maintain a positive atmosphere at all times.

The session "Arranging Hymns as Anthems" can be a very creative and enjoyable learning experience which you may want to offer early in the course. For those participants who have never composed or even used manuscript paper, the assignments may seem daunting; those participants will need extra encouragement.

Invite class participation and discussion as much as possible. A helpful teaching proverb from an unknown source: "Show me and I will see. Tell me and I will hear. Involve me and I will learn."