

TEACHING BEGINNING INSTRUMENTALISTS IN A CLASSROOM SETTING

Proven Principles
(*Beyond Sound to Symbol*)

CLASS SETUP

- Have the room setup when they come in.
- Make sure each student is within a few steps of you.
- Have a keyboard very near you in front of class and use it!!!
- Keep instrument cases outside of the playing area
- Have a procedure for playing or not playing as students enter

UNDERSTANDING

- Students should be able to:
 - sing any song they are playing on lou, solfege, and note names while fingering the correct pitches on their instrument
 - be able to intone rhythm syllables with body motions for all the rhythm patterns in the piece

UNDERSTANDING

- Teacher should be able to:
 - sing any song they are playing on lou, solfege, and note names while fingering the correct pitches on any instrument
 - be able to intone rhythm syllables with body motions for all the rhythm patterns in the piece

PROGRESS

- Do NOT move too rapidly through the first book
 - This will cause greater dropout and lack of understanding the basics
- Instead, repeat songs and add new levels of understanding and skill.

TONE

- Stress *In-Tone* playing first
 - This requires
 - Good posture
 - Good holding position
 - Good breathing and bowing

Five Principles

1. Experience preceeds theory.
2. Proceed from the known to the unknown.
3. Whole to parts to whole. (macro to micro to macro)
4. Learning depends upon desire to learn.
5. Teaching is the art of making students want to learn.

Holz and Jacobi

- *In the beginning instrumental music class, then, teaching is*
 - *NOT conducting*
 - *NOT lecturing*
 - *NOT judging*
- *Teaching is*
 - *motivating*
 - *explaining*
 - *demonstrating*
 - *encouraging*
 - *suggesting*
 - *organizing*
 - *evaluating*

Instructional Groupings

- A) Private lessons only
- B) Homogenous groupings
- C) Heterogenous groupings
- D) Some combination of the above

Optimal Beginning Age

- ✿ Third, Fourth, Fifth, Sixth, or Seventh Grade
- ✿ Factors
 - ✿ size of instrument and student
 - ✿ types of instruments
 - ✿ transfer instruments
 - ✿ conflicts with other activities

The Beginning Program-Basic Questions

- ✿ *What about aptitude tests?*
- ✿ *What about physical requirements?*
- ✿ *What about letting a music company organize recruitment?*
- ✿ *What about quotas for instruments?*
- ✿ *What about starting class 6 weeks after the school year begins?*

The Beginning Program-Recruiting

1. *Fourth grade recorders*
2. *Demonstration in spring by fifth grade band or orchestra.*
3. *Summer meeting for parents with students with music store*
 - *Two dates*
 - *Fill out contracts before leaving*
4. *First week: readiness training, purchase own book*
5. *Second week, instruments delivered*

The Beginning Program-Retention

1. *Parents night*

- *After 1 month*
- *Train parents*

2. *Three month trial*

- *Transfer of instruments possible without penalty*
- *Feedback to parents right after first concert*

3. *Must then agree to continue for one year.*

The Beginning Program-Promotion

1. *First Five Notes before class can move on*
2. *Playoffs, by number for grade*
 - *Objective and subjective*
3. *End of year final playoff test to get into next year band or orchestra*

The Beginning Program-Planning

1. *What should be accomplished at the first lesson with instruments?*
2. *Lesson plans must be written!*

The Beginning Program-Planning

1. *Will you base your grades on attendance, attitude, or achievement?*
2. *What about practice sheets?*