

*Lesson:* Rehearsal Techniques

*Topic:* Using sequential patterns of instruction in rehearsal

Students make more progress, develop more motivation, and stay more engaged when they are working toward specific, attainable goals.

Additionally, students' attitudes towards performing and practicing improve when they receive helpful feedback from their teachers. Helpful feedback is specific to the performance goal, and gives students a way to improve their performance through practice.

Teachers lead rehearsals more effectively when using sequential patterns of instruction, incorporating explicit goals and helpful feedback into musical activities.

### Sequential pattern



**1) Set specific musical goal.**

**2) Give students an exercise, activity, or excerpt to work toward this goal.**

**3) Give *honest* feedback specific to the students' performance (incorporate as much positive feedback as possible).**

*(Repeat steps 2 & 3 as necessary)*

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### **Activity 1: "Pitter Patter"**

Teaching topic 1: Performing independent rhythms simultaneously

Teaching topic 2: singing parts independently while maintaining key center

*When we're finished, use the evaluation rubric on the next page to rate your visiting professor's use of sequential patterns.*

Instrumentalists: Prepare to rehearse “Slane” (concert key)

Others: Choose a round, and prepare a teaching topic using the “***Student preparation for rehearsal episode***” form.

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Activity 2: “Slane”

Teaching topic 1: Sustaining tone through length of phrase

Teaching topic 2: Agreeing on style and timing of attack and release

Teaching topic 3: Intonation and blend

*(Each of these topics requires a separate sequential pattern!)*

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Activity 3: Music student teaching episodes (student performers of “teachers” choice)

Discussion: Applying patterns to specific rehearsal situations (level, material, instrumentation, . . .)

Time permitting: Brief rehearsal of an excerpt from “Dargasson”

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More about sequential teaching patterns:

<http://jrm.sagepub.com/content/45/3/428.abstract>

<http://jrm.sagepub.com/content/40/1/14.short>

[http://www.jstor.org/stable/40318627?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/40318627?seq=1#page_scan_tab_contents)

**On using rubrics:**

[http://stanhaskins.com/wp-content/uploads/2015/01/fmd\\_rubrics.pdf](http://stanhaskins.com/wp-content/uploads/2015/01/fmd_rubrics.pdf)

*Evaluation of visiting professor's demonstration*

<b>Teacher rating &amp; score</b>	<b>Masterful demonstration of sequential pattern (4 pts)</b>	<b>Competent demonstration of sequential pattern (3 pts)</b>	<b>Beginning to apply sequential pattern (2 pts)</b>	<b>Has not yet used sequential pattern (1 pt)</b>
<b>Clarity of goal</b>	Goal is specific, appropriate to situation, and musically valuable. Students know what's expected.	Goal may be a bit too difficult for group, too complex to address in one activity, or not expressed with perfect clarity.	A goal is present. Students may be confused about expectations or goal may be inappropriate.	No apparent goal, or no attempt to express goal to students.
<b>Delivery and appropriateness of activity</b>	Activity is engaging and suited to goal. Students given time to perform, and are able to improve performance.	Activity is musically engaging, but may not specifically address goal. Students may not be given a chance to show improvement through additional practice.	A musical activity occurs, but it may be unclear how this activity addresses goal. The teacher may want to rethink the value of the activity.	No attempt is made to connect activity to a goal. Students may not be engaged in any specific activity, or may be performing with no idea what they're trying to accomplish.
<b>Feedback</b>	Specific, accurate feedback is given consistently. Positive feedback is given as often as negative feedback.	Helpful feedback is given, but may not be specifically related to teaching goals. Feedback may occasionally be inaccurate or overly negative.	Some feedback is given. It is not specific, doesn't relate to goals, or is entirely negative.	Teacher does not give helpful feedback of any kind.
<b>Score</b>				
	<b>Total Score:</b>			

*Student preparation for rehearsal episode*

First, pick a musical topic (goal) to work on during your rehearsal episode

What teaching point (goal) will your student work towards? (Note: this will evaluate your "student's" achievement)	How would you describe "ideal" achievement of this goal?	How would you describe "good" achievement?	How would you describe "emergent" achievement?	How would you describe "not achieved?"

- 1) Let your student know what this goal is
- 2) Lead student in appropriate activity to test and improve performance
- 3) Give helpful (specific!) feedback
- 4) Allow student to try again (if appropriate)

**Congratulations! You just completed a rehearsal episode using a sequential pattern of instruction!  
As a self-assessment, you can re-use the rubric on the other side of this page.**