

Clinic-From Beginning to Band: Do you hear what I hear? Teaching Listening Starts at the Beginning

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WTAMU Band Camp: Director's Workshop

Vocabulary (not comprehensive)

PEDAGOGY

Listening
Hearing
Passive
Active
Skill
Eye Contact
Read Lips
Repeat in Head
Imagination
Lightning Round/Rapid Fire (Q/A)
Discovery Time
Repeat
Imitate
Verbalize
Internalize
Refinement
Change
Modify
Multi-tasking
Prerequisite
Rote
Volume
Quality
Timing
Articulation
Tonguing
Match
Style
Priorities
Solo, Duet, Trio, Diamond
Melody, Harmony, Accompaniment
Energy
Sequence
Praise
Goal
Response
Volunteer

AURAL

Feedback
Wave
Movement
Distortion
Clear
Smooth
Calm
Bumpy
Thin
Light
Bright
Dark
Rich
Beautiful
Full
Small, Medium, Large
Ringing
Resonant
Scratchy
Loud
Soft
Weak
Strong
Mature
Immature
Better
Wooden
Metallic
Sustaining
Direction
Immediate/Instant Sound
Silence

PHYSICAL

Flat Chin
Straight Right Thumb
Corners Forward
Anchor Points
Balance Points
Puffy Cheeks
Seal Corners
Tongue
Strength
Syllable/Vowel
Air Speed
Embouchure Pressure
Hold
Grip-embouchure (not hand position)
Knuckles
Wind
Freeze
Still
Foot Tap

AVOID

Good
Bad
Reedy
Tinny
Tiny
Brassy
Great
Nice
Wimpy
Puny
Terrible
Horrible
Characteristic
One More Time
Wrong

Ask yourself (teacher)

- Every question the teacher asks involves the student having to have listened. What prerequisite information did the student need to possess? Has the student demonstrated understanding of those prerequisites?
- What are the teacher's listening priorities through each step of the teaching process/cycle? How do you communicate the priorities to students?
- Does the teacher and student know how the instrument works?
- Are you raising the student's level of awareness at some point in each class?

Ask the Student

- What do you hear?
- What was the goal?
- Did you meet the goal?
- What do or did you change to get closer to the goal?

BIG PICTURE "LISTENING CYCLE"

CHUNK 1: Notes, Rhythms, Timing with Reference

CHUNK 2: Plus articulation, quality of tone

CHUNK 3: Plus goals with others within section, quality of intonation

CHUNK 4: Plus goals across ensemble, Timing without Reference

****Give interesting information and insist the student knows proper feedback, provides proper feedback and cooperates by knowing the goal is to get better creating a safe environment with clear expectations. Be Persistently Insistent.***