

Listening

WTAMU Band Camp: Director's Workshop
July 10, 2023
Michael Roberts, presenter

SKILL: GIVE STUDENT SOMETHING TO DO

ACTIVE
EYE CONTACT
LIP READ
REPEAT IN HEAD

GOALS

SET THEM

ASK ABOUT THEM

EVERY REP/EVERY TASK

STUDENTS NEED TO KNOW THE END RESULT

TEACHING LISTENING PROCESS

1. HOW TO LISTEN - Given Something To Do (3 Active Listening)
2. PROVIDED VOCABULARY (Lecture, Questioned, Wrote Down)
3. DISCOVERY TIME (Wrote Down, Next Day Starting Class)
4. FEEDBACK (Day 2 Meet Goals)
5. LEVELS OF LISTENING (Self, Section/Near, Ensemble)
 - a. Objects - Self (backpack)
 - b. Surroundings/Students - (at seat)
 - c. Class Goal - (unified silence/look same)

HOW TO LISTEN STRATEGIES

Goal: Consistent Engagement

- Active Listening
 - Posture
- Shared Vocabulary
- Pairings/Down Row

VOCABULARY STRATEGIES

Goal: Efficient Communication

- Vocalize/Repeat Aloud
- Write Down/Take Notes
- Appropriate Usage as Feedback

DISCOVERY STRATEGIES

Goal: Try & Change

- Full Class Together (Goal: Physical)
- Full Class Chaos (Goal: Physical/Change)
 - Volunteers (Goal: Aural)
 - At Home Practice (Goal: Aural)

FEEDBACK

Strategies

Goal: To Change

- Rapid Fire/Lightning Round (Daily)
 - Student to Student (Daily)
 - Teacher to Student (Daily)
 - Student to Teacher (Daily)
 - Recording Assignments (Weekly)
 - Pass Offs for Director (Grading Period)
- Competitions (MUDO, Chair Tests, Dragon Tongue, Tech Ex.)

LEVELS OF LISTENING Strategies

Goal: Raise Level of Awareness

Level 1 Listening = Self (Solo to Groupings)

Level 2 Listening = Trio, Diamond, Section (Groups to Musical Line)

Level 3 Listening = Ensemble (Music Line Connection/Silly Name Instrument)

Listening Cycle/Teaching Priorities

(Dr. Garner's Motto)

Chunk 1: Notes, Rhythms, Timing w/ Reference

Chunk 2: Plus Articulation, Quality of Tone

Chunk 3: Plus goals within section, intonation

Chunk 4: Plus goals across ensemble, timing without a reference

*Do not go to Level 2 until you have surpassed Chunk 1. Students must attain a comfort level in order to raise listening awareness WHILE PLAYING.

TIMELINE

Beginning Band

1. Vocabulary
 - Mechanical Terms (physical)
 - Tonal Terms (sound quality)
 - Evaluation (issue/solution)
2. Discovery Priorities
 - a. Physical (fingering/emb)
 - b. Response (emb/sound)
 - c. Tone (quality)
 - d. Recognition (Read in context)
3. Feedback
 - a. Volunteer
 - b. Appropriate
4. Levels Of Listening (Awareness)
 - a. Self -error detect
 - b. Same Instrument - matching goals
 - c. Ensemble - communicate priorities
 - i. Melody/Harmony/Accomp
 - ii. Alignment
 - iii. Musical Line Connection (Flutinet)
5. Advanced -Demonstrate while playing Ensemble Goals

Non-Varsity/Varsity Bands

Daily use of "Levels of Listening" and questioning strategies as goals for each rep and/or exercise.

Refined & Expanded Vocabulary.

Discovery Occurs Mostly At Home.

Feedback is focused on Collaboration between teacher - student.

Levels of Listening is focused on section and ensemble goals. Changes are made in real time by student with only monitoring by teacher.

QUESTIONS?