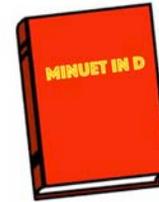






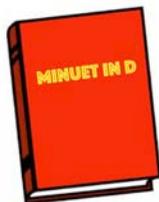
**OUR GROUP IS
ASSEMBLED...
AND READY TO
GO...**

Best to have book closed



**THEY ARE LEARNING
MINUET IN D**

...ingredients...



Minuet in D

Haydn

Allegretto

f

7 *mp*

13 *f*

19

- ✓the first note (D)
- ✓D major, through the triad
- ✓3/4
- ✓Dotted minim
- ✓A rhythm pattern
- ✓Dynamic levels
- ✓Character



The lesson begins with all playing D in unison



Teacher models a good and less good sound e.g.

- really uneven
- stopping-starting
- squeaky
- shaky



Some discussion on sound to encourage awareness of the characteristics of a good sound.



Each pupil plays in turn and the others comment objectively on the sound



Play **D**, then hear it internally



Pupils clap the pulse, teacher improvises music using **rhythms & notes** from the piece



Pupils play **D/F#/A** whilst counting a pulse internally



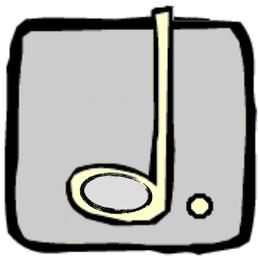
Pupils play their note for 3 beats then hear it internally for 3 beats



**Discuss 3-beat notes:
what they are called...
what they look like...**



**Pupils write the note
in their music book**



**Pass the note from one
to another seamlessly
with eyes open,
then with
eyes closed**



Use features of each pupil to 'model' to others

- posture
- evenness of tone
- aspects of technique



Repeat the note using a rhythmic pattern from the piece

Minuet in D Haydn

Allegretto

mp



Explore dynamic levels from the piece with simple call & response

Minuet in D Haydn

Allegretto

f

mp



More call and response with each pupil leading



More call and response with some improvisation



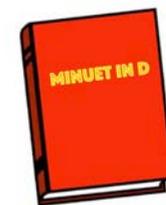
Talk about the character of a Minuet



Pupils improvise individually, in a dance/minuet character over a unison (or tonic/dominant) drone played by others



Maybe at this point open the 'music'



Minuet in D Haydn

Allegretto



Hear the first section internally... **sing** it...

Minuet in D

Haydn



and then, finally... **play** it

- ✓ D (the first note)
- ✓ D major, through the triad
- ✓ 3/4
- ✓ Dotted minim
- ✓ A rhythm pattern
- ✓ Dynamic levels
- ✓ Character

- ✓ Aural work (including internalisation)
- ✓ Technical work
- ✓ Pulse & Rhythm
- ✓ Sound & dynamics
- ✓ Intonation
- ✓ Character
- ✓ Ensemble
- ✓ Improvisation
- ✓ Theory

FUN!



Flexibility & imagination





A FUND OF
INVENTIVE STRATEGIES
TO CALL UPON



THE ABILITY
TO **ADAPT**



Good
management
skills



Some
principles

Three principles behind effective group teaching

Pupils should be constantly engaged

Pupils should be constantly engaged

PLAYING/SINGING

responding

Helping another member of the group

listening

THINKING

Three principles behind effective group teaching

Pupils should be constantly engaged

Use pupil's differences positively

Use pupil's differences positively

Specific abilities

Learning styles

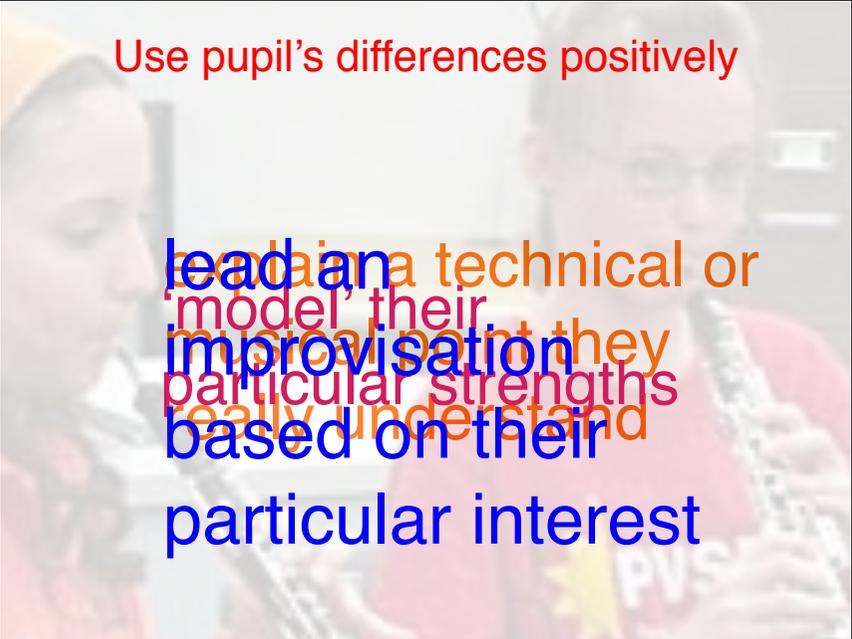
RATE OF LEARNING

INTERESTS

Processing speed

What they know

Motivation - different sources and levels



Use pupil's differences positively

lead an improvisation
based on their particular interest



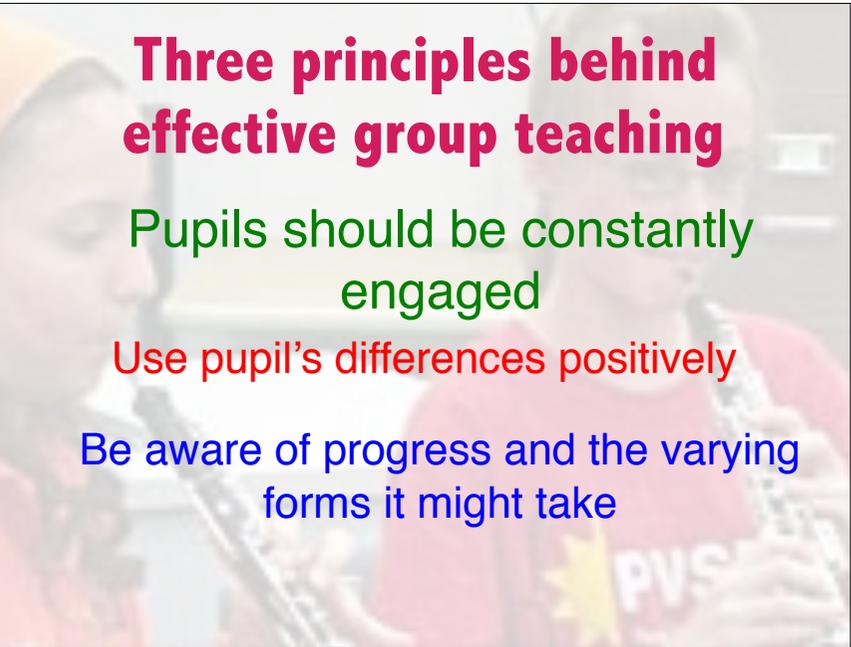
Use pupil's differences positively

help other members of the group with something they can do



Use pupil's differences positively

Suggest 'mood words' or talk about the character of a note, phrase, whole piece or song



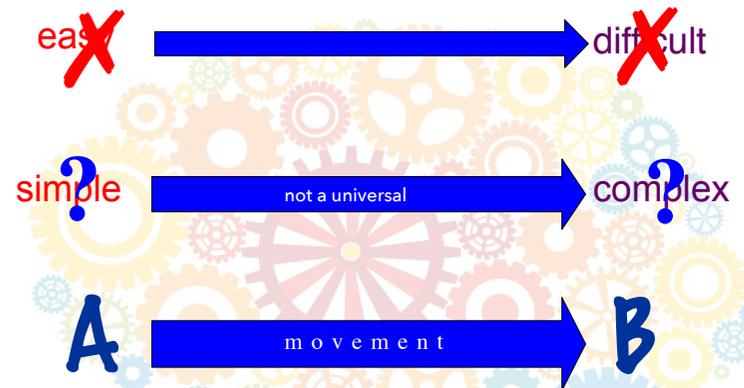
Three principles behind effective group teaching

Pupils should be constantly engaged

Use pupil's differences positively

Be aware of progress and the varying forms it might take

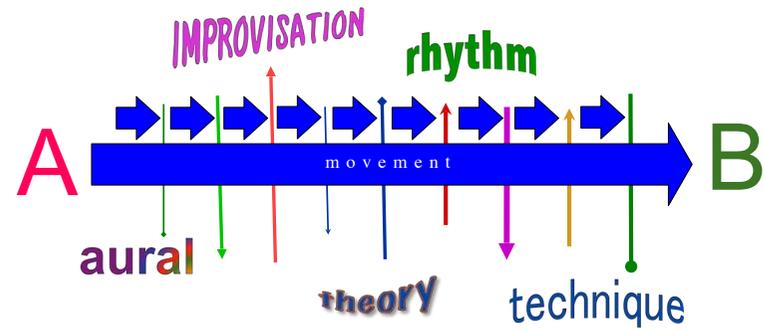
Passing an exam



where I know A and am aware of what has happened at B

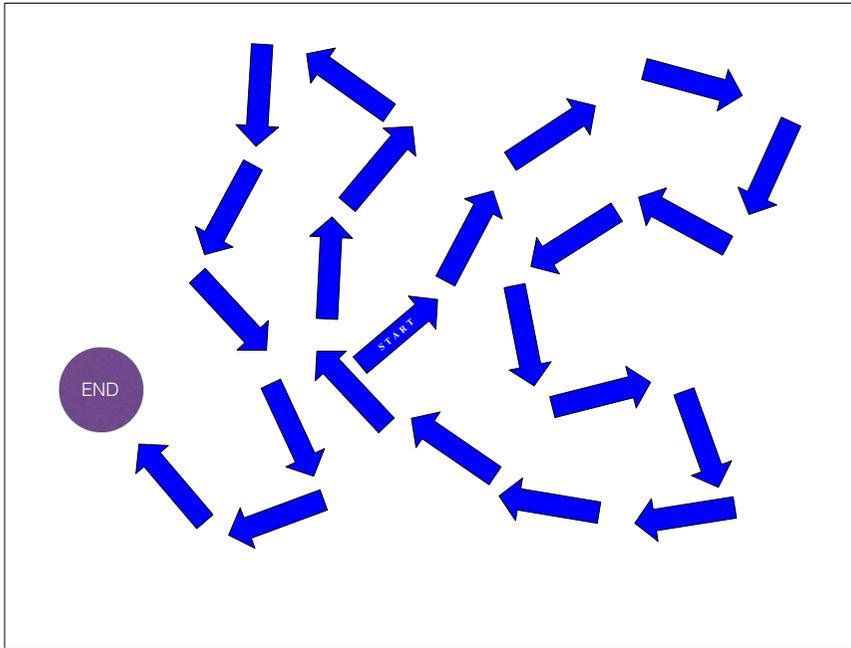


Getting from A to B



Continual Incremental Progress



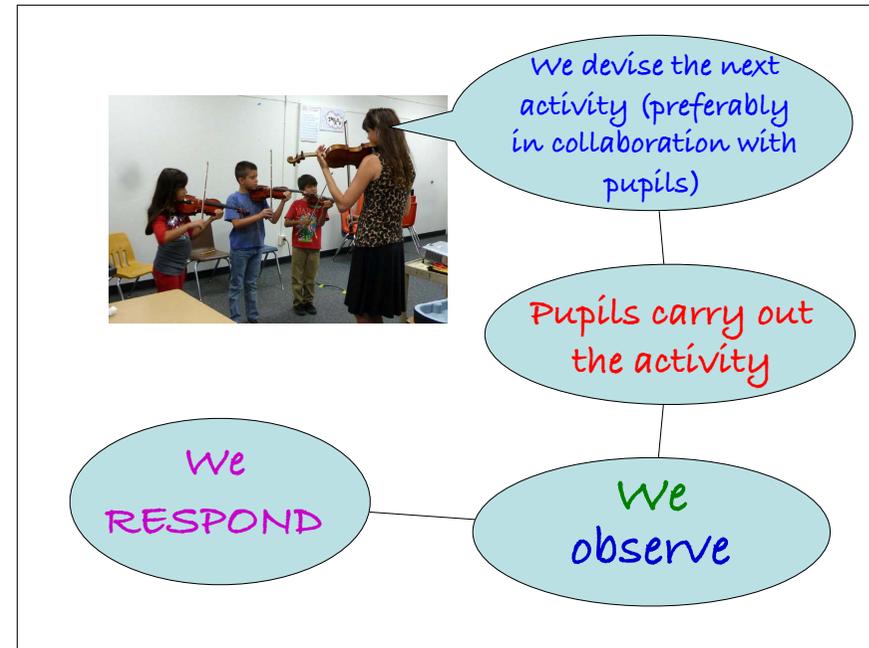
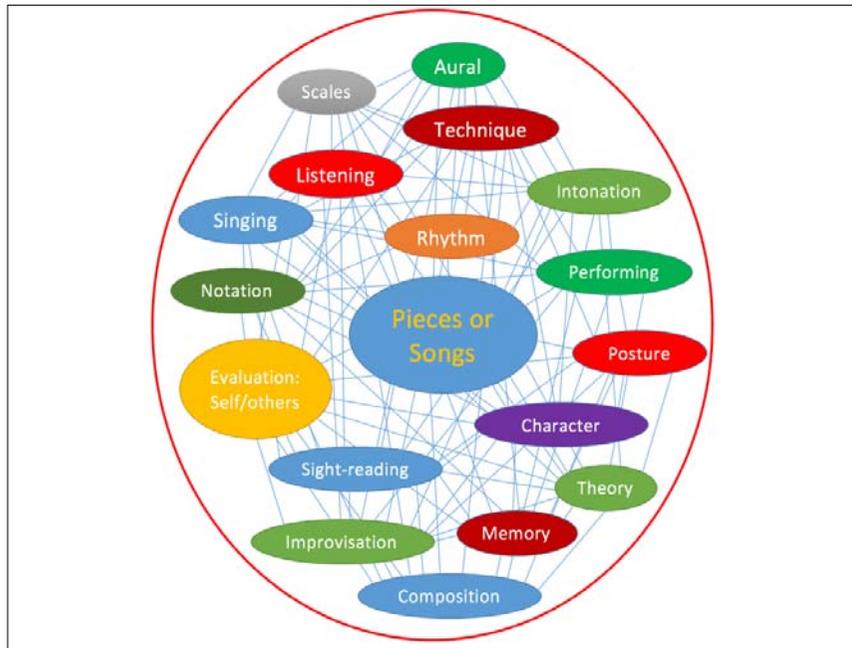


It can be...
Continual incremental progress sharing
increased engagement
emotional or responsive
making a good choice
independence

We need to keep our musical antennae constantly honed to notice these things



Response-ability



it has 2 elements




1. a reaction to what they did...
 ...being aware of the likely effect of that
 ...at the same time noticing the actual effect on our pupils




reaction

- should never be outwardly judgemental
- at best offers objective (observational) feedback
- might simply be a non-verbal gesture

the 2nd element



We
RESPOND

2. setting up what is going to happen next...
collaboratively if possible

the 2nd element



We
RESPOND

instinctive decision



We
RESPOND

- stay in the same area or move to a new area on the map...
- an instruction
- an explanation and instruction
- a question
- some discussion



- an instruction

WHO ARE WE
TEACHING?

EVERYONE IS
DIFFERENT

Tom



Quick learner

Practises

Keen

Left-brain dominant

PLS: Visual



Tim

*Also keen but needs more
time to assimilate ideas*

*Often forgets to bring
music books but happy to
play from memory*

*More right- than left-
brained*

PLS: Auditory

TAM



VERY ANIMATED AND RIGHT-BRAINED
MAKES QUICK CONNECTIONS
LIKES IMPROVISING AND SCALES
PLS: KINESTHETIC



Each has musical and technical strengths and weaknesses

Each has slightly different levels of musical understanding



ALL WILL HAVE A NUMBER OF SHARED ABILITIES

- Aspects of posture
- Aspects of sound control
- Controlling and understanding dynamic levels
- Knowing rhythms
- Ability to improvise
- Maintain a pulse
- Read some notation
- Play parts of the same piece



When appropriate use each pupil as the lead-learner





Tom leads some exercises based on technical work that he's been practising



Tim leads on playing some notes or phrases from the piece with character



TAM LEADS AN IMPROVISATION USING APPROPRIATE INGREDIENTS AND BASED ON HER OWN STORY



"Look at the way Tom moves his bow."



"Let's all play that phrase from memory... Tim first."



"LET'S WORK AT AN IMPROVISATION.. TAM TO BEGIN."

As a lesson progresses, vary the way the group works together...



Tom helping Tim with a technical problem



Tim helping Tom on some character



Tam teaching Tim a scale

**While teacher may
work with another
pupil.**



**Allow pupils to
comment on specific
features**

How was Tim's *bowing*
compared to yours?

Was Tam's *f* louder
than Tim's?



DIFFERENTIATE ACTIVITIES

**Doing the same thing
but in different ways to
accommodate all
students**



DIFFERENTIATE ACTIVITIES

Differentiated **call & response**
led by

- **Teacher**
- **Each student**



SCALES BY DIFFERENTIATION

Key note

Mini-micro-scale

Micro-scale

One octave



DIFFERENTIATION

by role reversal...

“What would you say
if **YOU** were
the teacher?”



At the **end** of the lesson....



What did the lesson achieve?

What needs thinking
about for the next
lesson?

ANY EXTRA/DIFFERENT MATERIALS?



What I've learned...
What I can now do...
What I've found challenging...



Did I concentrate well?
Did I work hard and enjoy the lesson?



Some **do's**
and *don'ts*

Some **do's** and *don'ts*

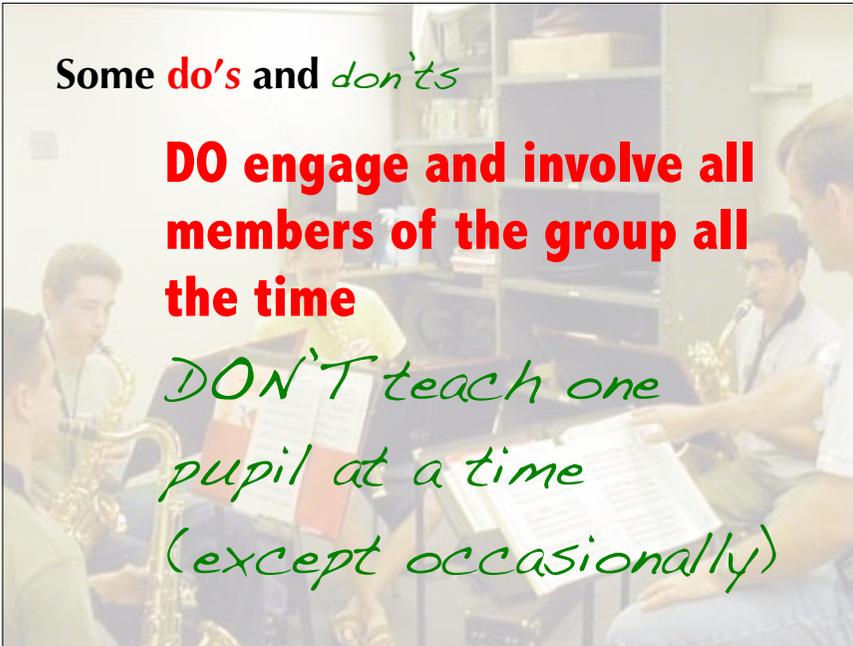
DO set out the room carefully.
Have clear visual contact with
all pupils

DON'T have the room
set up so that pupils
can't see you
or each other

Some **do's** and *don'ts*

DO allow pupils to
share music stands

DON'T have stands
cluttering up the
space



Some **do's** and *don'ts*

DO engage and involve all members of the group all the time

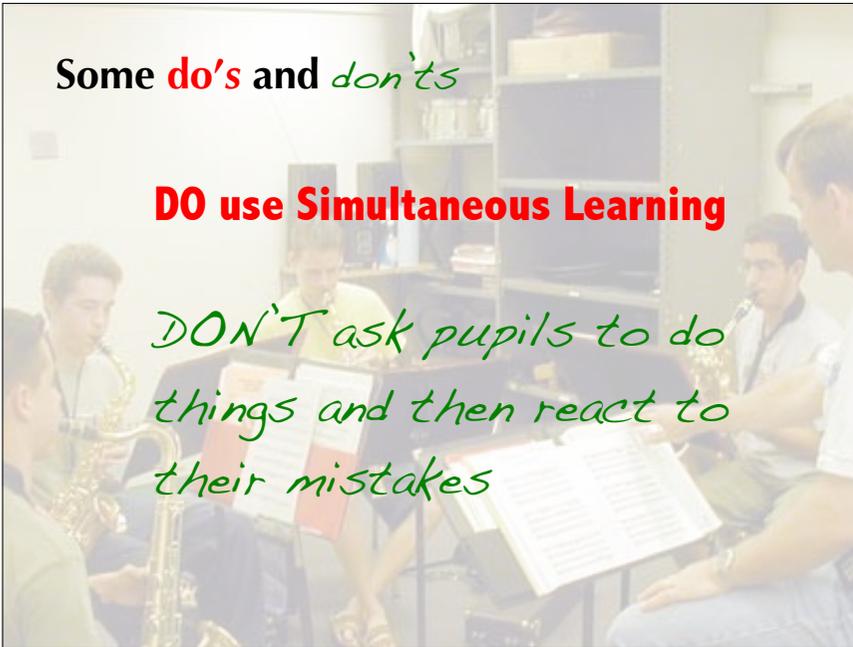
DON'T teach one pupil at a time (except occasionally)



Some **do's** and *don'ts*

DO appoint lead-learners

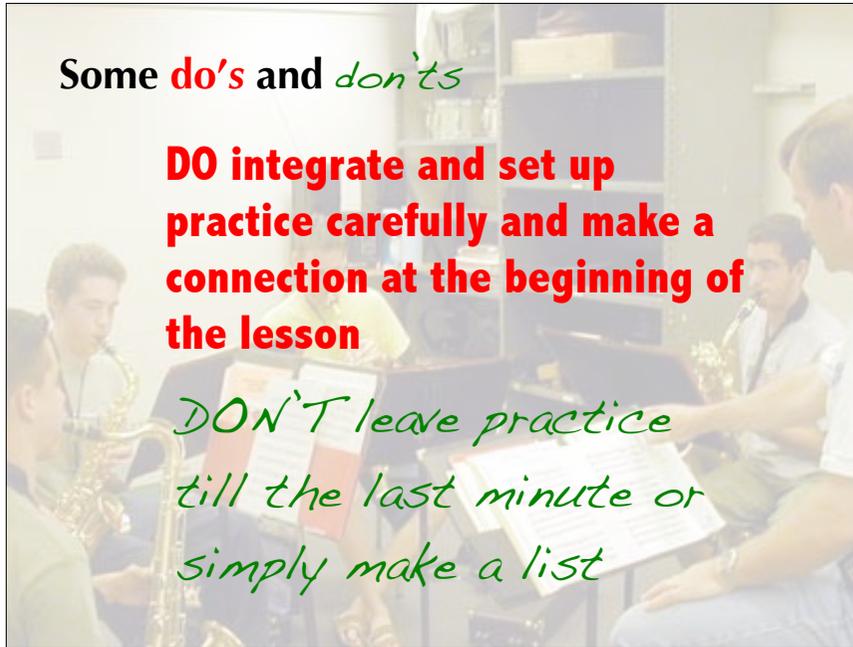
DON'T be the TEACHER the whole time



Some **do's** and *don'ts*

DO use Simultaneous Learning

DON'T ask pupils to do things and then react to their mistakes



Some **do's** and *don'ts*

DO integrate and set up practice carefully and make a connection at the beginning of the lesson

DON'T leave practice till the last minute or simply make a list

Some **do's** and *don'ts*

DO use lots of practical improvisation to help pupils understand the ingredients or concepts

DON'T always rely on notation

Some **do's** and *don'ts*

DO demonstrate and join in

DON'T have your instrument out for show

Some **do's** and *don'ts*

DO vary the interaction as the lesson proceeds

DON'T allow pupils to be bored or excluded from the lesson at any time

The Virtuoso Group Teacher doesn't cover too much in a lesson, is thorough and has fun





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