

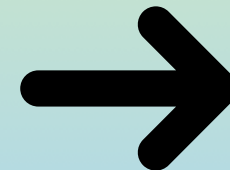
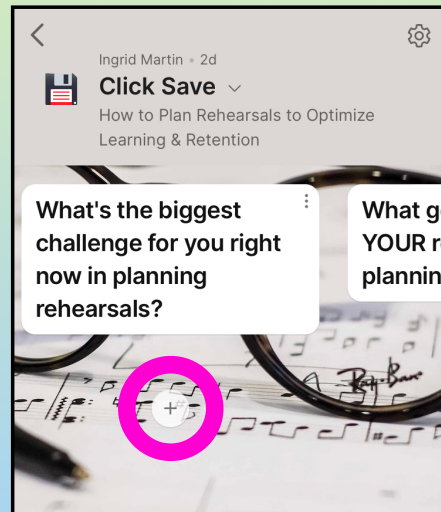
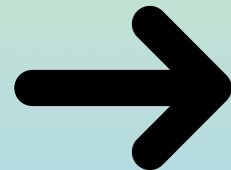
Ingrid Martin

CLICK SAVE

**How to Plan Rehearsals to
Optimize Learning &
Retention**



What's the biggest challenge for you right now in planning rehearsals?



Close Publish

§ What is the biggest challenge for y... ☐ White

Type Your Name Here

Type your challenge here 🗣️

Then tap publish ➡️

Our Rehearsal Plan

- **Long, Medium and Short Term Planning**
- **The What**
- **The When**



- **Structures for Learning and Retention**
- **Communicating Plans**
- **Revising and Adjusting Plans**

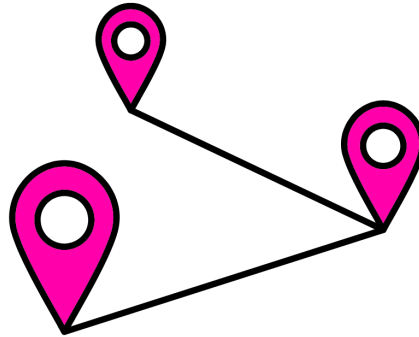


A **written plan** so you know what learning is coming

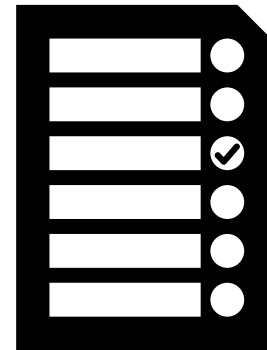
Long, Medium and Short Term Planning



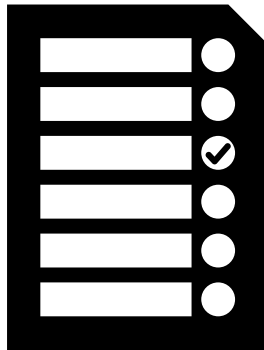
Final Destination



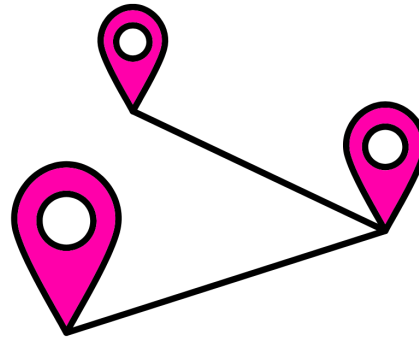
Stopovers



Day to Day Itinerary



Day to Day Itinerary



Stopovers



Final Destination



We Need to Know

The WHAT

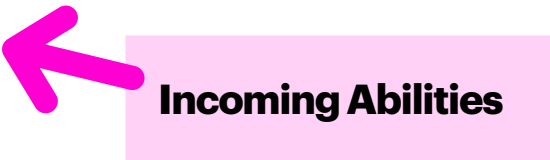
“What do I want my ensemble to learn this year?”

Long Term Goal



“What’s their starting point?”

Incoming Abilities



The WHEN

“When will my students learn this, and in what order?”

Invest Now...

...or Pay Later

**What gets
missed in your
rehearsals?**



The What

- **Musical**
- **Ensemble**
- **Human**
- **Life**
- **Experiences***

“We will learn X piece because...”

...it's in the library

...it's on this competition list

...I think the kids will like it

...I played it in high school

...I heard a recording and it sounded good

We need to teach music
***through* repertoire...**

...Not just teach repertoire

The When - Sequence

When will we learn it?

- **Start at the end and work backwards, revise and adjust**
- **Work from incoming abilities, scope outwards, revise and adjust**

Ensemble Yearly Skill Inventory & Goals

Ensemble:

Conductor:

Year:

Skill/Knowledge	Incoming abilities	End of Year Goals
Musical: Rhythm		
Musical: Tone		
Musical: Technique		
Musical: Keys		
Musical: Musical concepts		
Musical: Theoretical concepts		
Musical: Vocabulary		



Skill/Knowledge	Incoming abilities	End of Year Goals
Musical: Dynamics		
Musical: Articulation		
Musical: Phrasing/ Expression		
Ensemble: Independence		
Ensemble: Internal Pulse		
Ensemble: Intonation		
Ensemble/Listening: Balance & Blend		
Human: Peer/Teacher Communication		
Human: Peer/Teacher Feedback		



Yearly Skill & Goals Inventory

A **worked example**
so you can see
what completion
looks like



Skill/Knowledge	Incoming abilities	End of Year Goals
Musical: Rhythm	Quarter, eighth, half, whole notes Time signatures - 3/4, 2/4, 4/4	Dotted quarter, dotted eighth, sixteenth - tikatika, te-tika, tika-te, ka-ti-ka, whole notes Ties - in 3/4, 4/4; ties over the bar line, 6/8
Musical: Phrasing/ Expression	Limited and variable vocabulary for musical expression	Can use the Feeling Wheel to describe musical character, respond to musical character using words, images and movement
Behaviour: Performance/ Presentation Skills	Some have never done a concert before!	Understand and can demonstrate performance etiquette and presentation skills suitable to the occasion, ensemble and repertoire

When - Timeline

What commitments do we have?

- What is set in stone?
- What is likely?
- What is possible?

Ensemble Yearly Repertoire & Skills Planner

Ensemble:

Conductor:

Year:

Skill Development	Term/Quarter, Goals, Related work(s)	Term/Quarter, Goals, Related work(s)	Term/Quarter, Goals, Related work(s)	Term/Quarter, Goals, Related work(s)
	New Anzacs Oompah Circus Lovely Slow Ballad			
Musical: Rhythm				
Musical: Tone				
Musical: Technique				
Musical: Keys				
Musical: Musical concepts				
Musical: Theoretical concepts				
Musical: Vocabulary				

Yearly Repertoire & Skills Planner

Skill Development	Term/Quarter, Goals, Related work(s)	Term/Quarter, Goals, Related work(s)	Term/Quarter, Goals, Related work(s)	Term/Quarter, Goals, Related work(s)
Musical: Rhythm	Dotted quarter - 4/4 Tika tika Ties over barline 3/4 3/4 revision- no ties	Dotted eighth Ti tika, Tika te 3/4 with ties over the bar line	Ti tika, tika te, tikatika revision/consolidation Ka-Ti-Ka	Dotted quarter, dotted eighth, sixteenth - tikatika, te-tika, tika-te, ka-ti-ka, whole note Ties - in 3/4, 4/4; ties over the bar line
Musical: Phrasing/ Expression	Choose and discuss character words/images for large sections	Acting music to one piece, character words/images listening	Embodying character through breath and physicality	Choose and embody character for each entrance/ section
Behaviour: Performance/ Presentation Skills	Identify who performance is for; identify and plan elements required for polished performance (watching)	Practice and deliver planned performance presentation, Visualisation	Critique own performance presentation, apply learning/ insights	Practice and delivery revised performance presentation

How much rehearsal time do you have?

- **Calendar: Landmarks & Performances**
- **Goals: What learning needs to happen & when**
- **Rehearsals: How much time we have including missed rehearsals and extra rehearsals, camps etc**

Reminder!

The repertoire

Warm Ups

- **Activities to support the learning of the repertoire**
- **General skill development**

Sight Reading

Performance Habits / Etiquette

Announcing

Performing Under Pressure

Recording

Listening

Composing

Yearly Ensemble Performance & Repertoire Planner

Ensemble:

Conductor:

Year:

Performances	Term/ No. of rehearsals/ missed rehearsals Additional rehearsals & events
Example Performance: ANZAC Assembly <i>Date: Friday April 26, 10am</i> <i>Venue: School Gym</i> <i>Audience: Students/ School</i> <i>Minutes of music: 2 pieces</i>	Term: 1 Total rehearsals: 7 x 60min Rehearsal Dates: Feb 14, 21, March 7, 14, 21, 28 NB. No rehearsal April 25 - Public Holiday Additional rehearsals/camps etc: TUESDAY April 24 (Term 2) Repertoire: New Anzacs - Brian Hogg National Anthem Destined to Fly - William Owens
Performance 1 Date: Venue: Audience: Minutes of music:	Term: Total rehearsals: Rehearsal Dates: Additional rehearsals/camps etc: Repertoire:
Performance 2 Date: Venue: Audience: Minutes of music:	Term: Total rehearsals: Rehearsal Dates: Additional rehearsals/camps etc: Repertoire:
Performance 3 Date: Venue: Audience: Minutes of music:	Term: Total rehearsals: Rehearsal Dates: Additional rehearsals/camps etc: Repertoire:
Performance 4 Date: Venue: Audience: Minutes of music:	Term: Total rehearsals: Rehearsal Dates: Additional rehearsals/camps etc: Repertoire:



Activities Calendar

Performances	Term/ No. of rehearsals/ missed rehearsals Additional rehearsals & events	Repertoire
ANZAC Assembly <u>Date:</u> Monday April 26, 10am <u>Venue:</u> School Gym <u>Audience:</u> Students/School <u>Minutes of music:</u> 2 pieces + National Anthem	Term: 2 Total rehearsals: 7 x 60min Rehearsal Dates: Feb 16, 23, March 2, 9, 16, 23, April 20 (Term 2) Additional rehearsals/camps etc: Monday April 26 (Term 2) Activities to be included: Sight-reading, performance practice/etiquette, Sectionals	The New Anzacs - Brian Hogg National Anthem - arr. Ralph Hultgren Destined to Fly - William Owens
Mid Year Concert <u>Date:</u> May 12 <u>Venue:</u> School Gym <u>Audience:</u> Kids/Staff/Parents <u>Minutes of music:</u> <10	Term: 2 Total rehearsals: 3 after ANZAC x 60min Rehearsal Dates: 27 April, 4 May, 11 May Additional rehearsals/camps etc: Sound check on 12 May (Lunchtime) Activities to be included: Reflection on ANZAC performance, performance practice/etiquette	The New Anzacs - Brian Hogg (repeat) Arabian Dances - Roland Barrett Banish the Moon - Tania Owens

Allocating Rehearsal Time

Non-Repertoire Time

- Warm Up/Activities (Fixed? Variable?)
- Other non-repertoire activities

Across the term:

- *60 mins rehearsal per week - inc. 10 mins warm up*
- *Recording activity - whole rehearsal*
- *Performance practice - 25 mins x 2*

Time Allocation Formula

Duration (mins) & Difficulty out of 10



Percentage of Rehearsal Time for Each Piece

- **Use across a whole term/performance cycle OR in a single rehearsal**

Time Allocation Formula

1) Duration (min) x Difficulty (/10)

New Anzacs: $2.5 \times 4 = 10$

Banish the moon: $2.5 \times 7 = 17.5$

Arabian Dances: $3 \times 6 = 18$

2) Add Totals

$10 + 17.5 + 18 = 45.5$

3) Convert to percentages of total

New Anzacs: $10 / 45.5 = 0.219 = 22\%$

Banish the Moon: $17.5 / 45.5 = 0.385 = 38\%$

Arabian Dances: $18 / 45.5 = 0.396 = 40\%$

Time Allocation Formula

50 mins/week (after deducting warm up time)

Want to rehearse:

New Anzacs 22% of the time = 11 mins

Banish the Moon 38% of the time = 19 mins

Arabian Dances 40% of the time = 20 mins



May do one week NO New Anzacs and double the time the following week

**What has been your
'aha' moment?**

**What's the most
valuable thing you've
learned so far?**

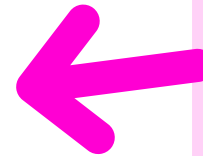


Our Rehearsal Plan

- ~~Long, Medium and Short Term Planning~~
- ~~The What~~
- ~~The When~~



- Structures for Learning and Retention
- Communicating Plans
- Revising and Adjusting Plans



Tracking our progress
to review and solidify
content

Macro - Micro - Macro



Context - Detail - Context

Can be applied across:

- A whole rehearsal cycle
- On one piece within a rehearsal
- On a single passage

Rehearsal No.	Rehearsal Time Allocation	
1	Massenet - 25m Dvorak - All Movements in order	Macro Run Through Start to Finish
2	Dvorak IV - 30m ; Dvorak III - 20m ; Dvorak I - 25m ; Dvorak II - 15m Holland - 20m	Zooming In Start working on detail
3	Sectionals 1/2 rehearsal each Wind/Brass - 45m Strings - 85m	Micro Detail (Sectionals)
4	Holland - 15m Massenet - 20m Dvorak II - 20m ; Dvorak I - 30m; Dvorak IV - 30m ; Dvorak II - 20m	Micro Detail (Sectionals)
5	Dvorak III - 20m ; Dvorak IV - 30m; Dvorak I - 30m; Dvorak II - 20m Massenet - 15m Holland - 10m	Zooming Out Running Bigger Sections
6	Holland - 10m Massenet - 25m Dvorak (all mvts in order) - 75m	Macro Full Run Through + Tidying Up/Final Comments



Learning Requires Multiple Repetitions



Micro Structures / Techniques

- **Start to end**
- **Work backwards**
- **Bookend transitions**
- **Expand front or back**
- **Four correct repetitions**
- **Reviewing past work**
- **Contextualising**
- **Visualising and mental repetitions**
- **Looping**

Start to End

- **Understand sequence of that section/piece**
- **Start sounds good**
- **The rest?**
- **Best for Macro**

Work Backwards

- **Ensures the end of a piece/section is as confident and well-rehearsed as the beginning**
- **Engaging in a different way**

Bookend Transitions

- Cements a very tricky 'corner' in the music in a very efficient way

March tempo (♩ = 112)

rall.

mf f dim.

mf f dim.

mf f dim.

1 2 3

mf f dim.

mp f dim.

a2

mf f dim.

mf f dim.

mp f dim.

rall.

March tempo (♩ = 112)

f dim.

f dim.

mf f dim.

f dim.

f dim.

snare on

mp

Sus. Cym.

C.C.

f

Expand Front or Back

- **Cementing a troublesome 'corner' or technical challenge**
- **Putting it in context after it has been isolated**

Four Correct Repetitions

- **Once you've got a passage correct, embedding it properly so it will stick
(Thanks Anita Collins)**

Looping

- **Getting several repetitions of something you've polished up**
- **Maintains rehearsal pace without stopping**
- **Highly efficient**

Reviewing Past Work

- **Accesses, reviews previous learning**
- **Connects previous learning to current learning**
- **Puts current learning in larger context**

Contextualising

- **Putting a section back in context**
- **Within the same rehearsal**

Visualising and Mental Repetitions

- **Helps cement motor and cognitive memory**
- **Develops internal hearing skills**
- **Reduces amount of sound in rehearsal room / gives ears a break**
- **Allows students to go at their own pace**

Cementing Learning

- **Pencils to write on music**
- **Sheets in folders eg. Vocabulary, rhythm counting etc.**
- **Questioning / Verbal Recap**
- **Quizzes**

Communicating plans

Rehearsal Plan

- What/when/order
- Learning Intentions
- Success Criteria

Term / Season Plan

- Write on Board, permanent
- Digital
- Printed, on wall/in folders

Stonnington Symphony - Rehearsal Schedule April-May 2021

Rehearsal #2 - Tuesday 27 April

7:30 Dvorak IV
8:00 Dvorak III
8:25 Dvorak I
8:50 Break
9:10 Dvorak II
9:25 Holland
9:45 Massenet

Rehearsal #3 - Tuesday 4 May (updated 3 May)

7:30 Holland
8:00 Massenet
8:30 Dvorak (tutti)
8:50 Break
9:10 Dvorak (strings only)
10:15 End Recording of Festival Flourish (Sydney Symphony)

<https://youtu.be/k-0qOG1s6to>

Rehearsal #4 - Tuesday 11 May (updated 10 May)

Tuba - not required, have the night off Ben!
Harp - not required

7:30 Holland
7:45 Massenet
3. Aragonaise
5. Catalane
(3rd trumpet done after this)

8:05 Dvorak III
8:45 Break
8:55 Dvorak I
9:05 Break
9:15 Dvorak IV
(Trombones done after this)
9:45 Dvorak III
10:05 End

Rehearsal #5 - Tuesday 18 May

7:30 Dvorak III

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Revising and Adjusting Plans

- As you go/after tick off what you did and didn't get done
- List what to add to your next rehearsal plan
- 5 min hack saves SO much time



8:05 Massenet (Herp)

#31 play only p, m, pp, ~f. 6m ✓
(air-bow if needed) up to enchainment
then as written

#157 • Openf + keyps - basses. - rpt @ 170 10m ✓
balance: 171 - layers/balance

• transition into 172 - order of Ch/Cl/Vc ✓
• Trésorine (Lent into it) ✓

8:25 Divertissement II (H. H.)

• From [2] Balance + basses 5m ✓
• Tempo 60 n/4 @ [3] 5m ✓
• [4] up to [5] 5m ✓
into [5] - C. or A. 5m ✓
• Opening Cor. Aug. to [2] 5m ✓

8:45 Break

Thurs
3rd mt Daccyo - reps.
To coda - reps

**What are your
takeaways?**

**How will you apply
them to benefit you
and your students?**



Our Rehearsal Plan

- ~~Long, Medium and Short Term Planning~~
- ~~The What~~
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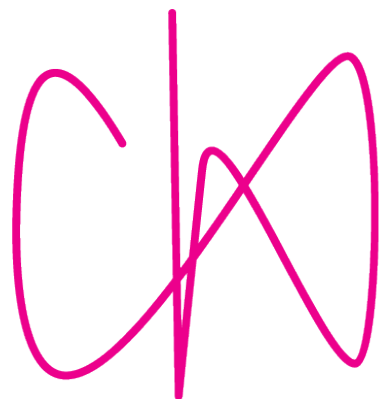


- ~~Structures for Learning and Retention~~
- ~~Communicating Plans~~
- ~~Revising and Adjusting Plans~~



We're back at our Macro to summarise and review our learning!

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BOOTH #1725!



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