

REDEFINING REHEARSAL

STUDENT-CENTRIC APPROACH TO WHAT, WHY, AND HOW WE TEACH

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GOAL AND PURPOSE OF
REHEARSAL...

CURRICULAR



GOAL AND PURPOSE OF
REHEARSAL...

SOCIAL & EMOTIONAL

**WHO, WHAT, WHERE, WHEN, WHY, AND HOW WE
REHEARSE SHOULD REFLECT WHO WE ARE AS
INDIVIDUALS, AS TEACHERS, OUR VALUES, AND POINT TO
THE ORIGINAL REASONS OF WHY WE BECAME TEACHERS**

Goal & purpose of rehearsals



**WHO AM I? WHAT DO I
VALUE? HOW DO THESE
ITEMS INFORM WWWWH
I RUN MY REHEARSALS?**

Goals & purpose of rehearsal

HOW WE TEACH

- ▶ Effective Communication
=
Efficient Rehearsal
- ▶ Building the cycle of trust
(Haithcock)



REDEFINING REHEARSAL

9 Rehearsal Schedule

- 7:30-7:55 [Sibelius](#)
 - Reh. D - Reh. I
 - We'll do this at about 136 (not the printed 104)
 - We'll start a few clicks slower (about 128) from D until 4 before F
 - Time is very rigid in this section, so practicing with a metronome will be very helpful!
 - The melody is passed around frequently, so know when you're leading vs when you're supporting
 - Reh. M - Reh. O
 - This is very similar material to D-I, so much of what we work on there will carry over. Please be familiar with the differences so they don't catch us off guard!
- 7:55-8:15 [Dvorak Mvt. 4](#)
 - Reh. F - Reh. L
 - This section is SO fun but has SO many notes. Practice slowly and look for patterns.
 - It's fiery music, but strings, keep the bow strokes small on fast notes in order to stay nimble. Winds, same thing with the tongue...keep it light!
 - **Piu animato - end (last 14 bars)**
 - It's quick! Stay light on the triplets.
- 8:15-8:35 [Dvorak Mvt. 1](#)
 - Reh G - Reh L
 - It's a lot of notes! Practice slowly to gain familiarity. Speed it up a few clicks on the metronome each day (to around 132)
- 8:35-8:45 BREAK
- 8:45-8:50 ANNOUNCEMENTS
- 8:50-9:05 [Dvorak Mvt. 3](#)
 - CODA - end
 - The phrases are a bit awkward...give it a listen to familiarize yourself!
 - Very dainty and delicate!
- 9:05-9:30 [Dvorak Mvt. 2](#)
 - Reh. H - Reh. K
 - Slightly faster in this section
 - There's weight to the sound, but it's still not heavy
 - Reh. N (pickup) - end
 - How gently can we play the final 3 chords?
 - Dynamic contrast is a huge part of this entire piece, but especially this passage

HOW WE TEACH

- ▶ During Rehearsal
 - ▶ Who - Where - What
 - ▶ Bassoons - m. 58 - shorter
 - ▶ Articulate clearly, use simple words
 - ▶ Demonstrate



REHEARSING THE REHEARSAL

- ▶ Anticipate problems & solutions
- ▶ Multiple solutions
- ▶ NRB
- ▶ Don't conduct while drilling
- ▶ Practice the dialogue
- ▶ Close the loop for each section



WHY WE TEACH

- ▶ Transactional
vs.
Transformational
- ▶ How does this fit into rehearsal?



WHY WE TEACH

- ▶ What are the benefits of transformational teaching?
 - ▶ Empowering
 - ▶ Builds confidence
 - ▶ Develops leaders
 - ▶ Enhances learning capabilities in all subject areas



WHY WE TEACH

- ▶ “If I can’t explain, I can’t complain.”
- ▶ *Teaching* must always include the “why”
- ▶ The “why” must be scaffolded on a solid foundation



WHY WE TEACH

- ▶ The words we use reflect our values

Conductor-centric

"I"

"Me"

"You"

Isolation

Collaborative

"We"

"Our"

"Us"

Community

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