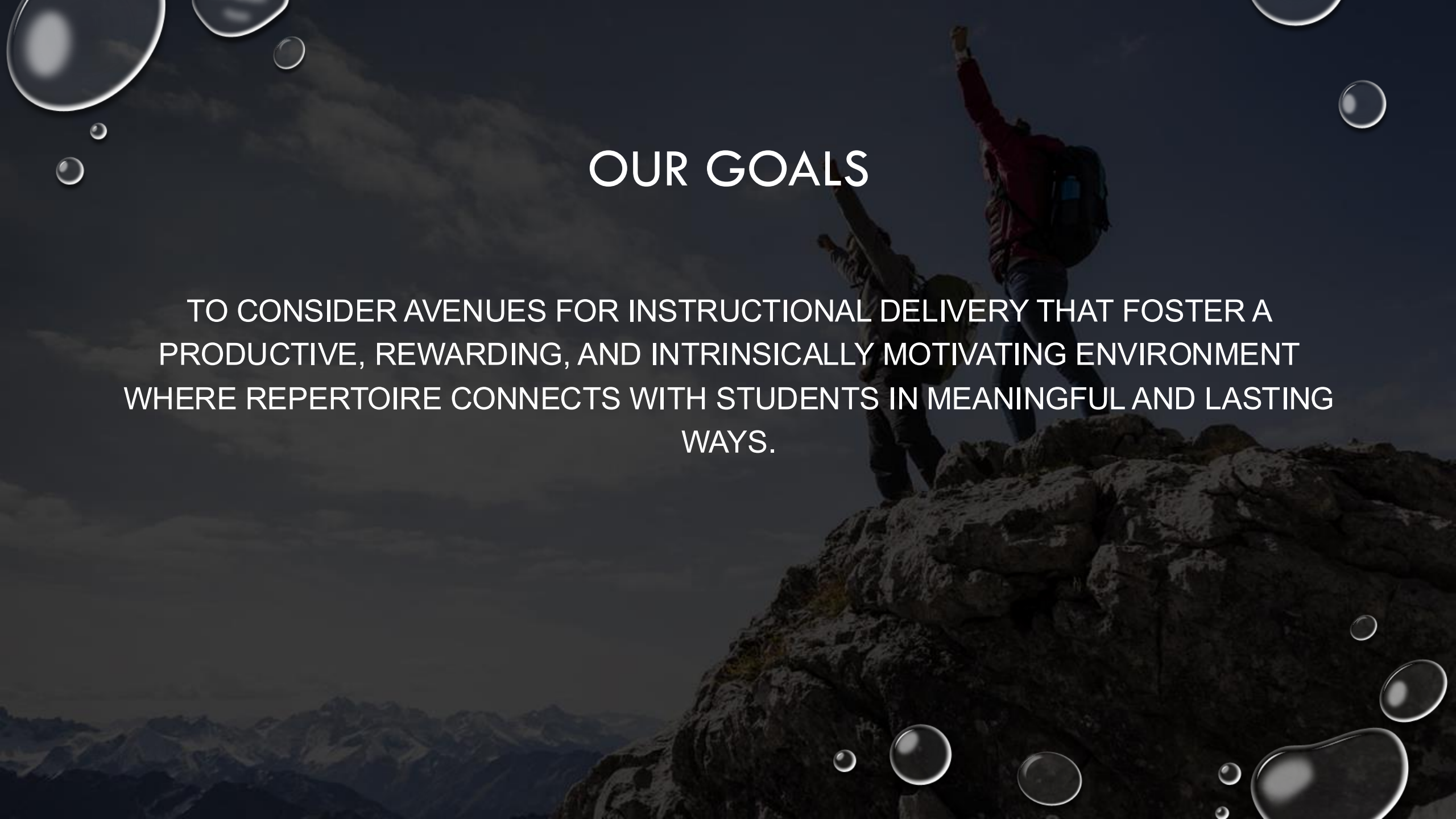


A small green seedling with several leaves is growing out of a crack in a dark, textured surface. The background is dark and moody, with several water droplets of various sizes scattered around the plant and the text. The overall aesthetic is one of growth and resilience.

A SPACE TO GROW

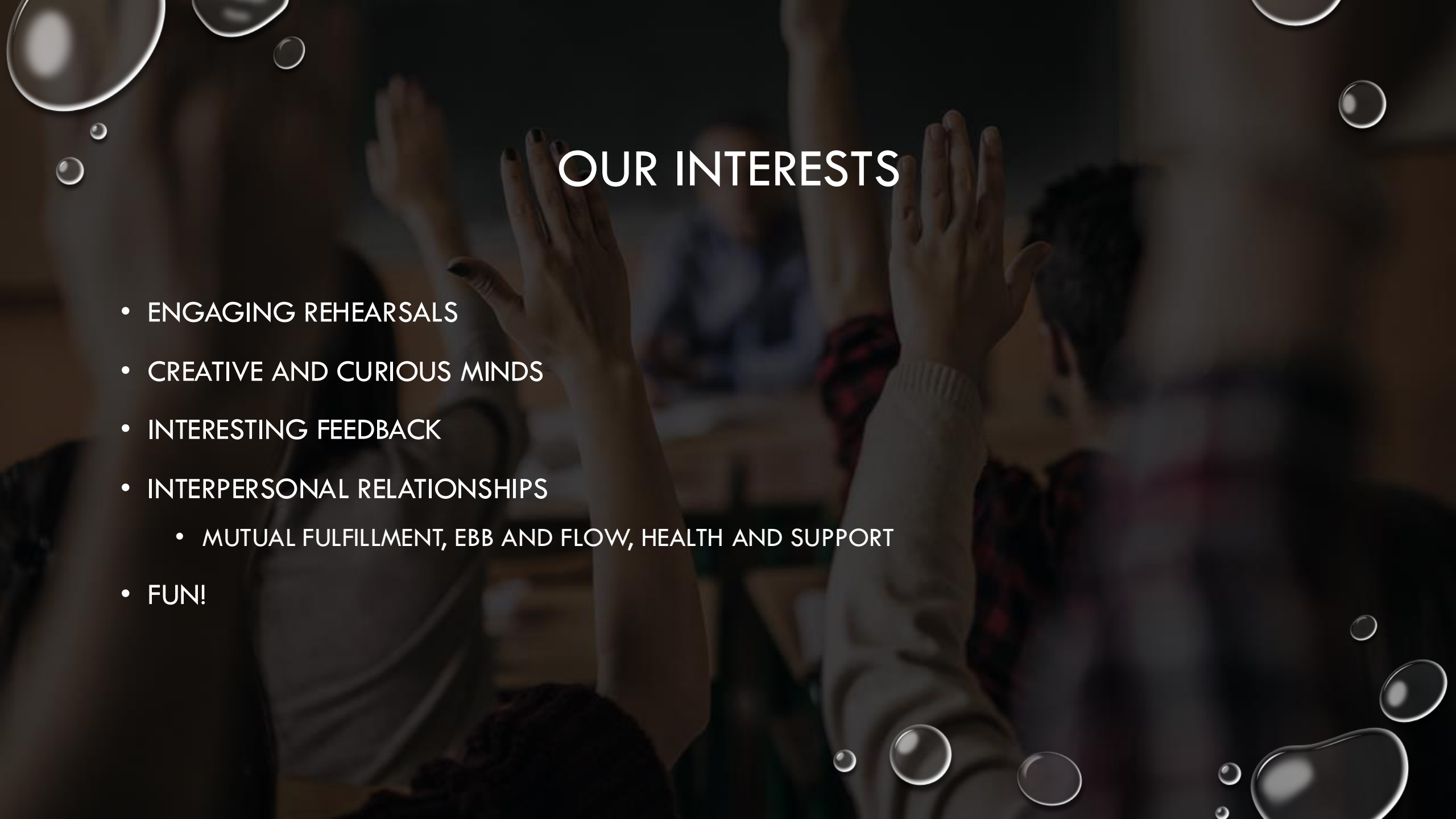
CONSIDERING PSYCHOLOGY AND UNDERSTANDING TO FOSTER A
CURIOUS, COLLABORATIVE, AND EFFECTIVE REHEARSAL

Dr. Simon Holoweiko, Louisiana State University
Dr. Hunter Kopczynski, University of North Carolina at Charlotte
The Midwest Clinic – Friday, December 19, 2025

The background of the slide features a dark, atmospheric photograph of two hikers standing on a rocky mountain peak. One hiker, wearing a red jacket and a backpack, has their right arm raised in a celebratory gesture. The other hiker is partially visible behind them. The sky is filled with soft, grey clouds, and the distant mountain ranges are visible in the lower left. Several realistic water droplets of various sizes are scattered across the image, particularly in the top left and bottom right corners, adding a sense of freshness and depth.

OUR GOALS

TO CONSIDER AVENUES FOR INSTRUCTIONAL DELIVERY THAT FOSTER A PRODUCTIVE, REWARDING, AND INTRINSICALLY MOTIVATING ENVIRONMENT WHERE REPERTOIRE CONNECTS WITH STUDENTS IN MEANINGFUL AND LASTING WAYS.



OUR INTERESTS

- ENGAGING REHEARSALS
- CREATIVE AND CURIOUS MINDS
- INTERESTING FEEDBACK
- INTERPERSONAL RELATIONSHIPS
 - MUTUAL FULFILLMENT, EBB AND FLOW, HEALTH AND SUPPORT
- FUN!

A black and white artistic photograph of a flute. The flute is positioned horizontally across the center of the frame. Several large, dark, glossy liquid droplets are suspended in the air around the flute, some appearing to drip from the keys. The background is solid black, making the white text and the reflective surfaces of the flute and droplets stand out. The text "ENGAGING REHEARSALS" is centered over the flute in a white, sans-serif font.

ENGAGING REHEARSALS



Teacher and Child: A Book for Parents and Teachers

Haim G. Ginot



“I HAVE COME TO THE FRIGHTENING CONCLUSION THAT I AM THE DECISIVE ELEMENT. IT IS MY PERSONAL APPROACH THAT CREATES THE CLIMATE. IT IS MY DAILY MOOD THAT MAKES THE WEATHER. I POSSESS TREMENDOUS POWER TO MAKE LIFE MISERABLE OR JOYOUS. I CAN BE A TOOL OF TORTURE OR AN INSTRUMENT OF INSPIRATION, I CAN HUMILIATE OR HUMOR, HURT OR HEAL. IN ALL SITUATIONS, IT IS MY RESPONSE THAT DECIDES WHETHER A CRISIS IS ESCALATED OR DE-ESCALATED, AND A PERSON IS HUMANIZED OR DE-HUMANIZED. IF WE TREAT PEOPLE AS THEY ARE, WE MAKE THEM WORSE. IF WE TREAT PEOPLE AS THEY OUGHT TO BE, WE HELP THEM BECOME WHAT THEY ARE CAPABLE OF BECOMING.”



Preparation



**Knowledge of the
Music and
knowledge of the
Ensemble**



**Ability to
Sequence**

Whose turn and when?



Read the room



Feedback

Who, How, and When



Motivation

WHAT MAKES REHEARSALS ENGAGING?



Preparation

1. REPERTOIRE SELECTION
2. SCHEDULING
3. RESOURCES



Knowledge of the Music **Knowledge of the Ensemble**

1. (PRACTICAL) SCORE STUDY

- SCHEDULING
- EFFECTIVE TEACHING

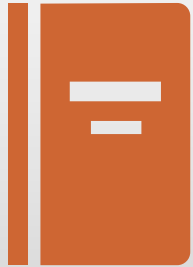
2. KNOW YOUR ENSEMBLE

- WHERE ARE THEY COMING FROM?
- WHERE ARE THEY GOING?



Ability to Sequence

1. APPLICATION OF SCORE STUDY (LESSON PLANNING)
2. MACRO-MICRO-MACRO
3. ENGAGEMENT



Read the room

1. ARE YOU ENGAGING?
2. WHAT TO LOOK FOR?
 - COGNITIVE
 - BACKGROUND/THEORY/CONTEXT
 - WANTING TO KNOW/UNDERSTAND
 - THE "WHY"
 - BEHAVIORAL
 - PERFORMING
 - EYE CONTACT
 - ASKING QUESTIONS/DIALOGUE
 - AFFECTIVE
 - EMOTION/AESTHETIC
 - CARE
 - ENTHUSIASM/EXCITEMENT



Feedback

1. WHO?
2. HOW?
3. WHEN?

FEEDBACK IS FEEDBACK!

"6 REASONS PEOPLE DON'T LIKE BEING TOLD WHAT TO DO"

"WHY THE TONE OF YOUR VOICE MAKES A DIFFERENCE"

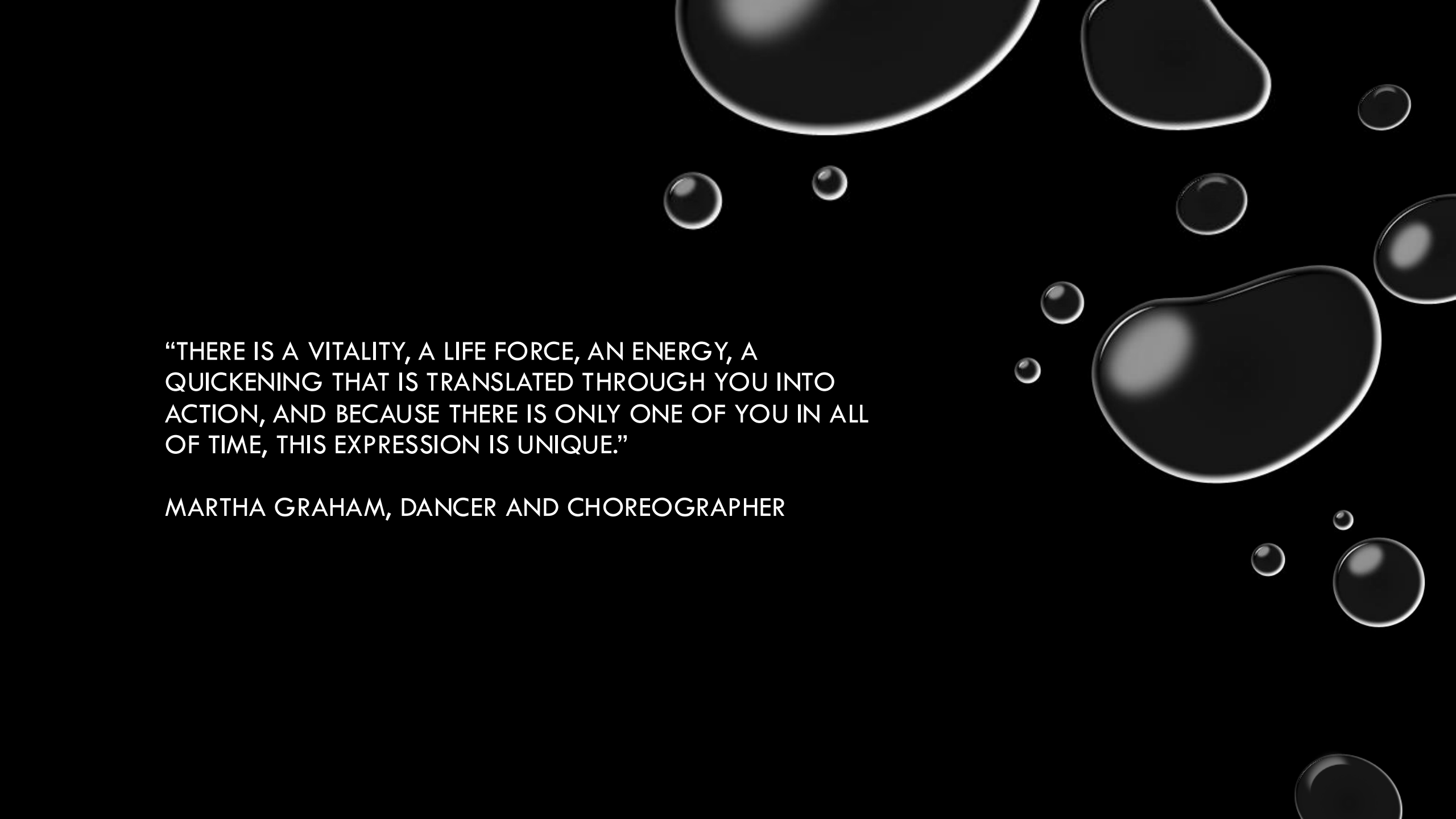


Motivation

1. OBSERVING MOTIVATION
2. CREATIVITY
3. CURIOSITY



CREATIVE AND CURIOUS MINDS



“THERE IS A VITALITY, A LIFE FORCE, AN ENERGY, A
QUICKENING THAT IS TRANSLATED THROUGH YOU INTO
ACTION, AND BECAUSE THERE IS ONLY ONE OF YOU IN ALL
OF TIME, THIS EXPRESSION IS UNIQUE.”

MARTHA GRAHAM, DANCER AND CHOREOGRAPHER

WE ARE CREATIVE AND CURIOUS WHEN...



We know and invest in the “Why”



We are interested in the topic AND/OR can sense someone else is equally (or more) interested



We feel included in the storytelling process



We are encouraged with enthusiasm and critiqued with empathy

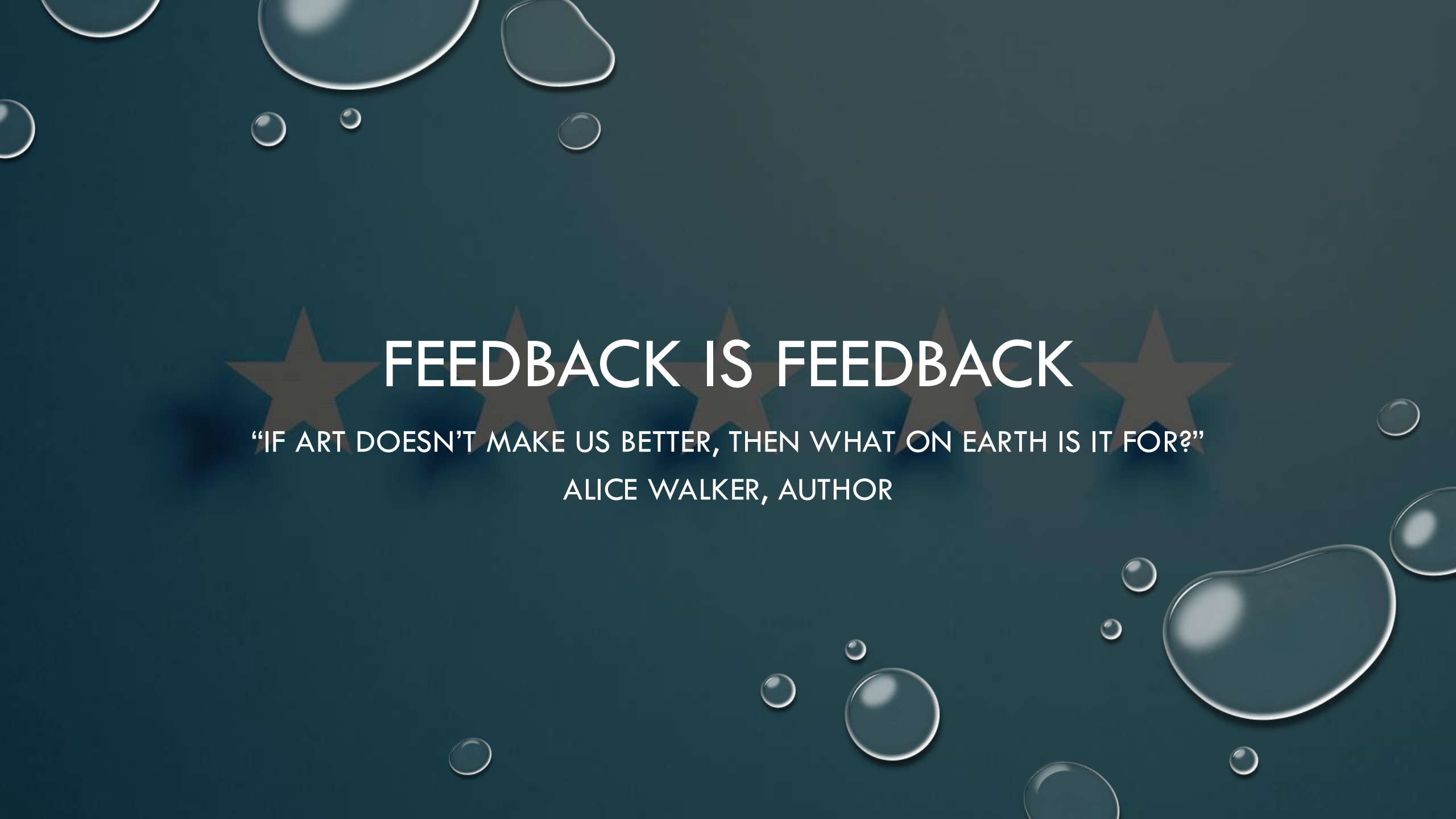


We know others believe in our abilities

TYPES OF FEEDBACK

- WHAT TYPE OF FEEDBACK FOR WHAT PART OF THE PROCESS?
- WHO SHOULD RECEIVE FEEDBACK DURING EACH REHEARSAL?
- HOW MUCH FEEDBACK ARE YOU GIVING?
 - VERBAL, NONVERBAL, GESTURAL, ENERGY/PRESENCE
- WHEN IS FEEDBACK HELPFUL?
- WHEN IS FEEDBACK HURTFUL?

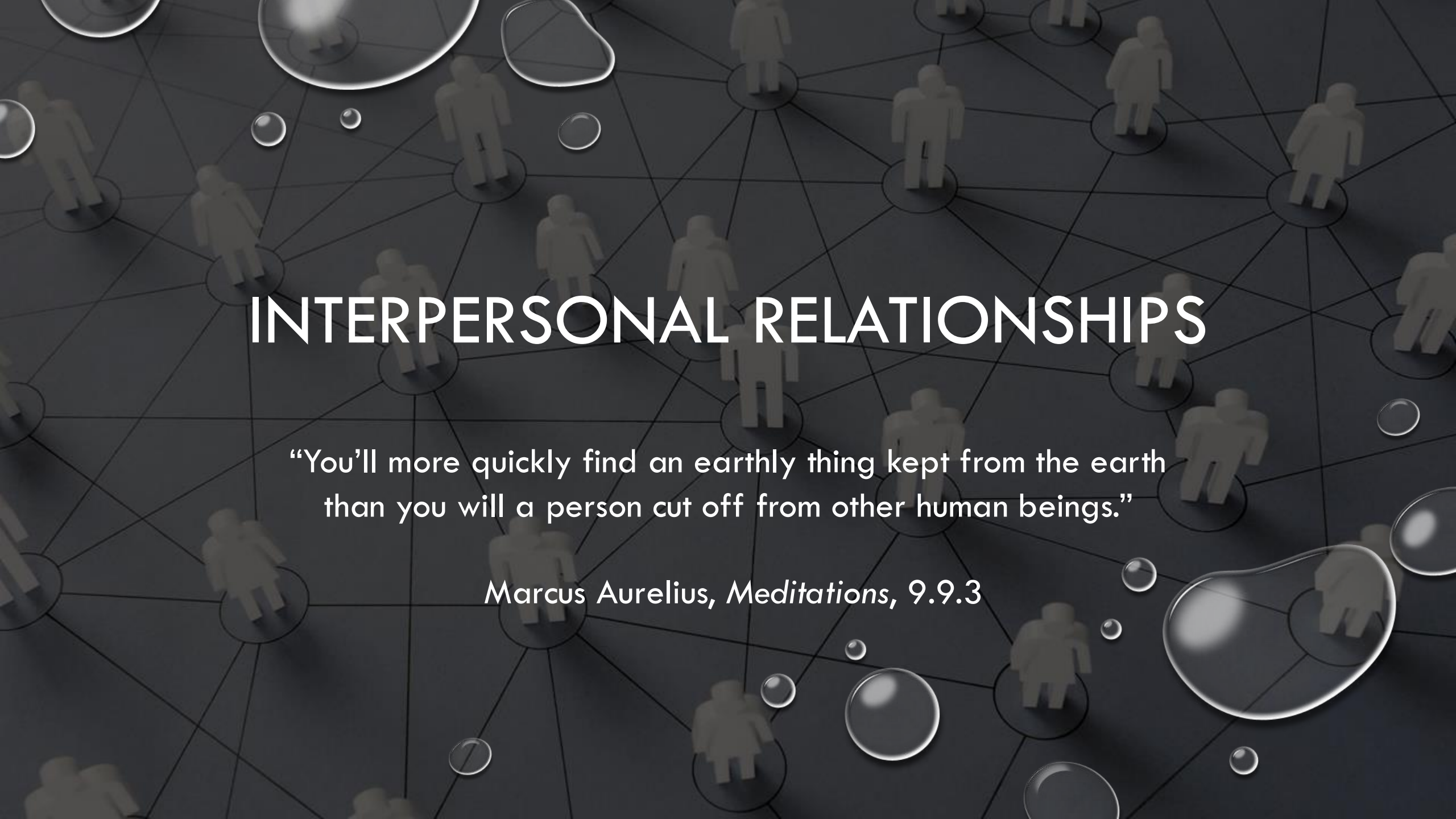


The background is a dark teal color. It features several realistic water droplets of various sizes, some with highlights and shadows, scattered across the surface. In the center, there are five dark brown, five-pointed stars arranged in a horizontal row. Overlaid on these stars is the text "FEEDBACK IS FEEDBACK" in a white, bold, sans-serif font.

FEEDBACK IS FEEDBACK

“IF ART DOESN’T MAKE US BETTER, THEN WHAT ON EARTH IS IT FOR?”

ALICE WALKER, AUTHOR

The background is a dark, textured surface. It features a network of interconnected human figures, represented by small, stylized icons, which are linked by thin lines. Scattered throughout the scene are several translucent, 3D-rendered bubbles of varying sizes, some of which are larger and more prominent than others. The overall aesthetic is modern and digital, suggesting themes of connectivity and communication.

INTERPERSONAL RELATIONSHIPS

“You’ll more quickly find an earthly thing kept from the earth
than you will a person cut off from other human beings.”

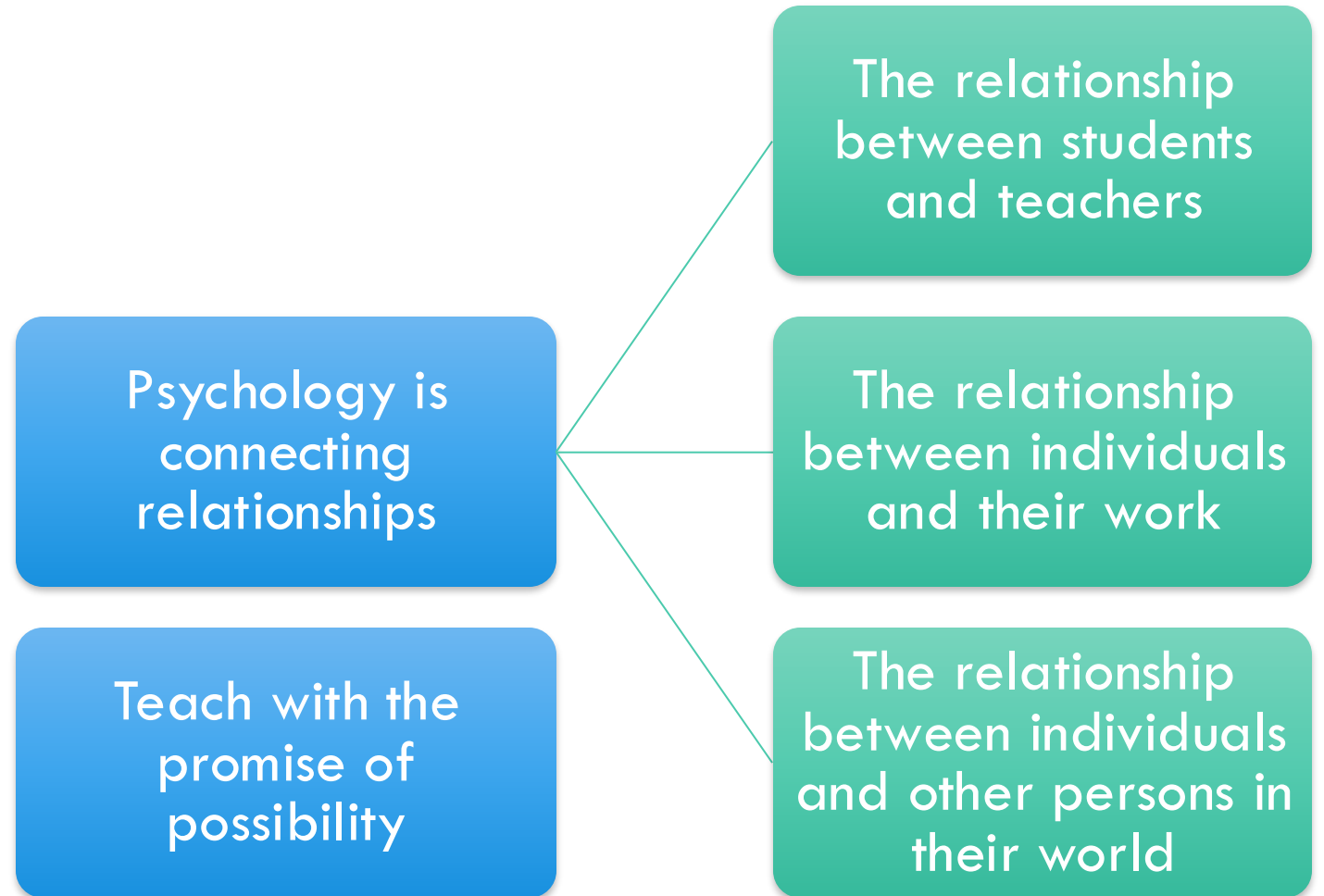
Marcus Aurelius, *Meditations*, 9.9.3

“ALWAYS TEACHING”

- TEACHING IS CREATING, BUILDING, SUPPORTING, AND UNDERSTANDING RELATIONSHIPS
- DO WE UNDERSTAND OUR STUDENTS?
 - HOW THEY PROCESS INFORMATION, THEIR INTERESTS, HOW THEY FEEL MOST SUPPORTED AND MOST CHALLENGED, THEIR STORIES, THEIR ASPIRATIONS, THEIR HUMOR
 - IF NOT, DO WE TRY TO UNDERSTAND OUR STUDENTS?
- ARE WE PROVIDING A VARIETY OF EXPERIENCES?
- OUR STUDENTS ARE MIRRORS THAT DO NOT IMMEDIATELY PROVIDE A REFLECTION
- SUCCESS IS CONTAGIOUS AND BUILDS RELATIONSHIPS

FRAMES OF MIND

HOWARD
GARDNER





IT'S OKAY TO HAVE FUN!

REHEARSALS AS OPPORTUNITIES



An opportunity to build relationships



An opportunity to create curiosity



An opportunity to laugh, smile, and engage with your students



An opportunity to take chances and make mistakes



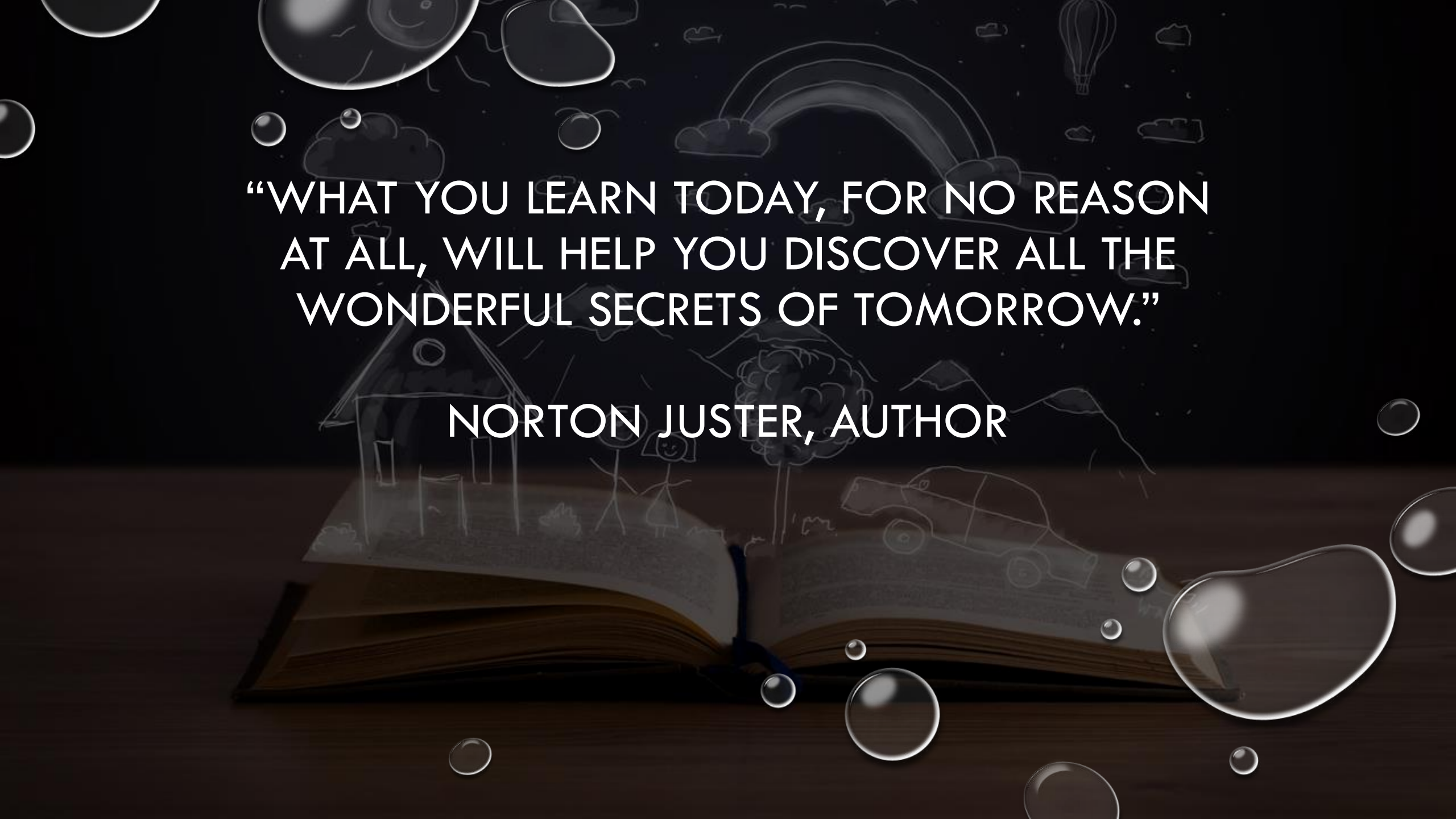
An opportunity to celebrate each other



An opportunity to hear differing voices



An opportunity to choose joy



“WHAT YOU LEARN TODAY, FOR NO REASON
AT ALL, WILL HELP YOU DISCOVER ALL THE
WONDERFUL SECRETS OF TOMORROW.”

NORTON JUSTER, AUTHOR