

Are We Teaching the Music or the Musician?

Session Presented by
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This clinic will focus on the ways we provide instruction in the rehearsal setting – are we looking for the quick (temporary) fix or fostering an environment that enables learning that endures? In this session, we will tap into our experience as musicians to determine a more effective way to instruct our student performers. Attendees will have the opportunity to identify the musical concepts that are most in need of improvement in their own programs and come up with plans for lasting growth.

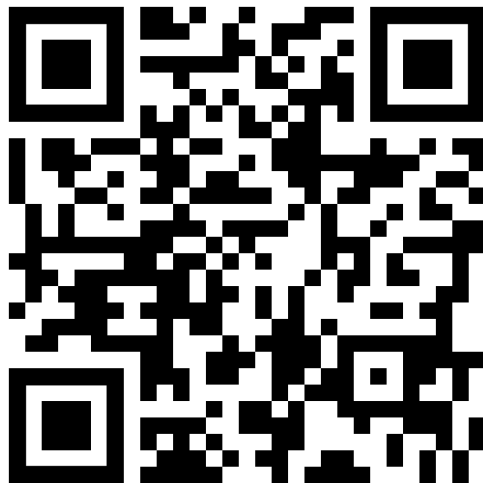
Today's session will include opportunities for attendee participation and response. Please utilize ONE of the following methods to engage in the discussion.

WEB

www.pollev.com/dominictalanca707

QR CODE

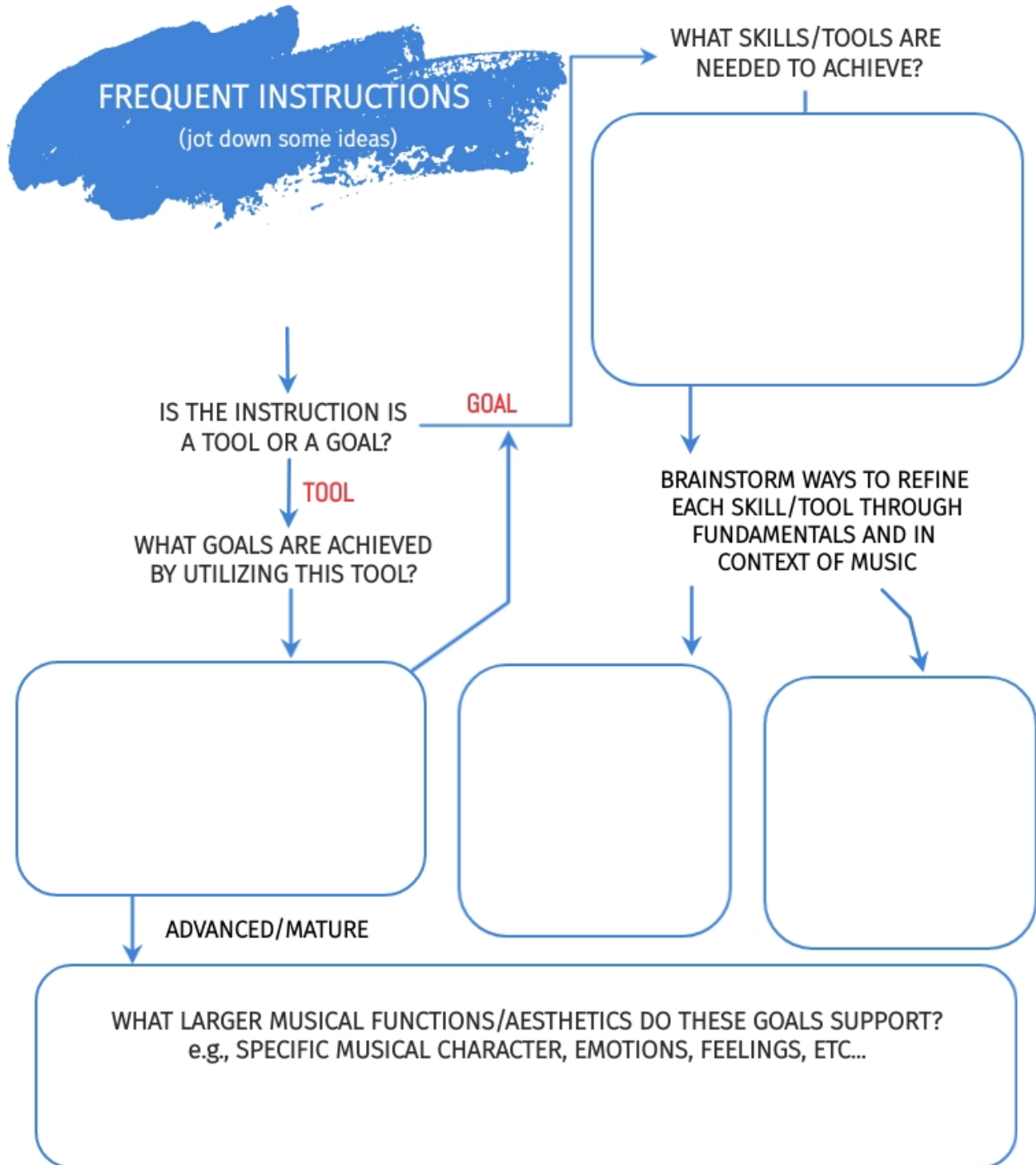
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TOOLS versus GOALS

We must determine whether our students are prepared to achieve the things we ask of them.

This chart can assist us in clarifying what we are REALLY asking our students to do.



SOME CONCEPTS FOR MUSICIANSHIP & LIFE

*alphabetized list and SELECTED examples...you can and should think of more examples
these concepts are NOT mutually exclusive – they affect and influence each other
adapted from the writings/teachings of AbsoluteDogs*

Body Awareness: ability to move parts of our body with purpose

e.g., all the small and large muscle groups for playing and marching

Calmness: ability to remain neutral and relaxed in changing environments; ideally, a default state

e.g., how students come in the room

Confidence: most simply...the willingness to try anything and everything you put in front of them

e.g., contributing to the musical product instead of hiding in the sound; playing individually; performing alone

Flexibility: ability to withstand change in environment and musical moments; adaptability

e.g., rubato; making the music “go” differently each time for the purpose of growing this concept

Focus: ability to remain dedicated to a task

e.g., listening for particular voices; watching for nuanced information from the conductor

Grit: ability to persist in the absence of frequent rewards; going the extra mile and push through challenges

enthusiastically and with purpose; Karen Duckworth: Grit - The Power of Passion and Perseverance

e.g., practicing challenging repertoire; doing “the work” so that teaching and instruction is more effective

Independence: ability to work away from the teacher and without reinforcement; ability to make good musical and life choices without guidance

e.g., implementation of good practice habits and skills; performing solo repertoire

Novelty: ability to embrace changes and anything new in world around them

e.g., rainstorm begins in the middle of a marching band performance; mute or cymbal drop during performance

Optimism: A MUST for creativity, curiosity, positive risk taking, vulnerability; everything is going to be fine; trying new things does not need to be scary; supports resilience and ability to bounce back

e.g., enthusiasm for the task of tackling a new and challenging piece of music

Resilience: ability to recover in the face of difficulty, error, or mistake

e.g., missing “that” note and being able to move on, mentally; falling down while marching and recovering

Self-Control: ability to make the less obvious choice because reinforcement is waiting; make an active choice to delay reinforcement or interaction

e.g., students taking 1 piece of pizza to ensure that everyone gets a piece and waits for “seconds” to be called; waiting to celebrate a marching band contest win until returning to the bus

Thinking in Increased/Decreased Excitement: ability to maintain mental wherewithal through changing emotional states

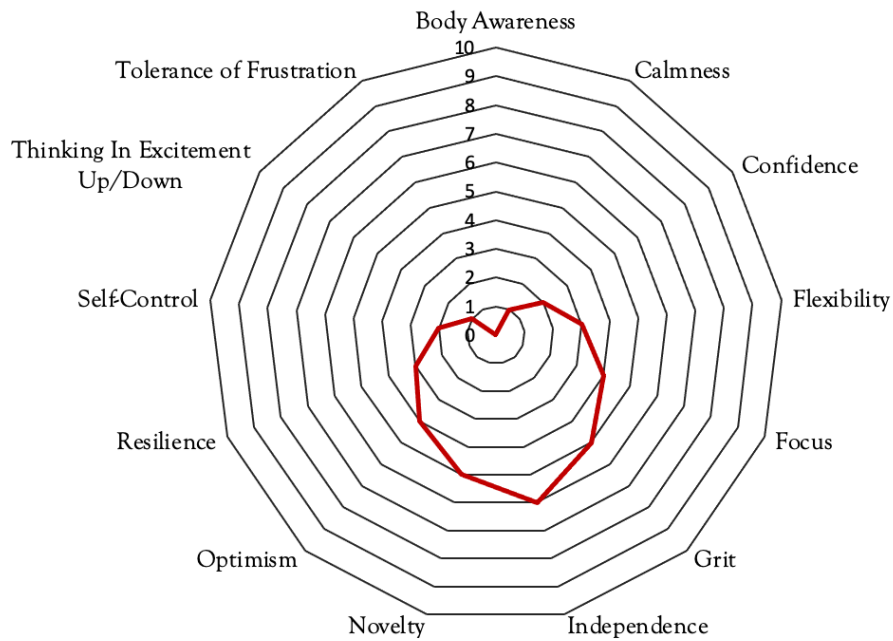
e.g., students’ ability to transition between fast/loud (exciting) music to music that is slow/soft (delicate); students’ ability to respond to a conductor’s gestural indication to increase tempo without OVER adjusting

Tolerance of Frustration: ability to maintain a clear head when access to a resource/desired result is delayed

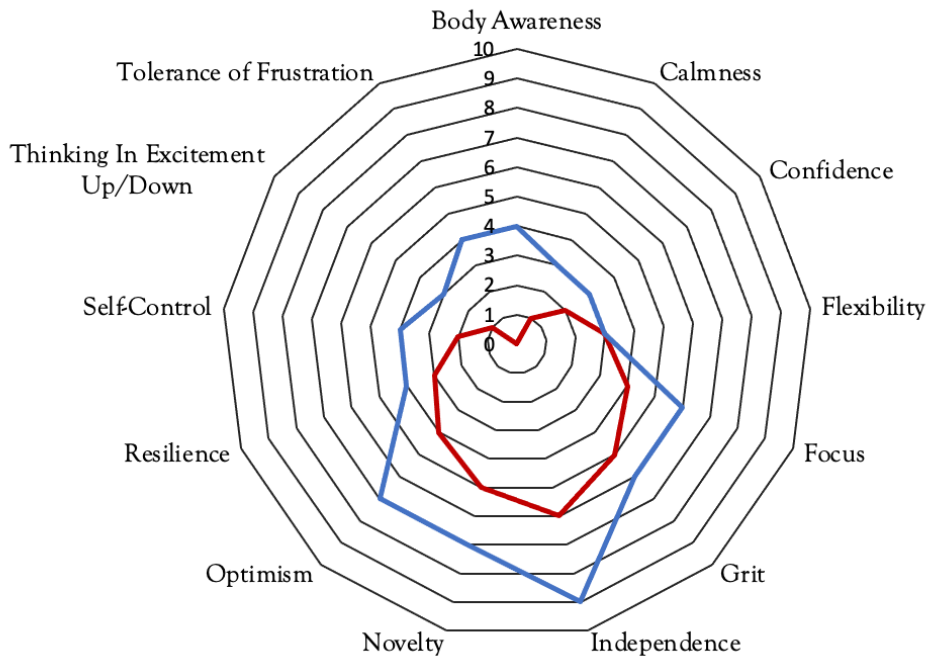
e.g., student’s ability to endure a situation when their question is not being answered immediately

REINFORCING & GROWING CONCEPTS FOR MUSICIANSHIP & LIFE

CONCEPT CHART

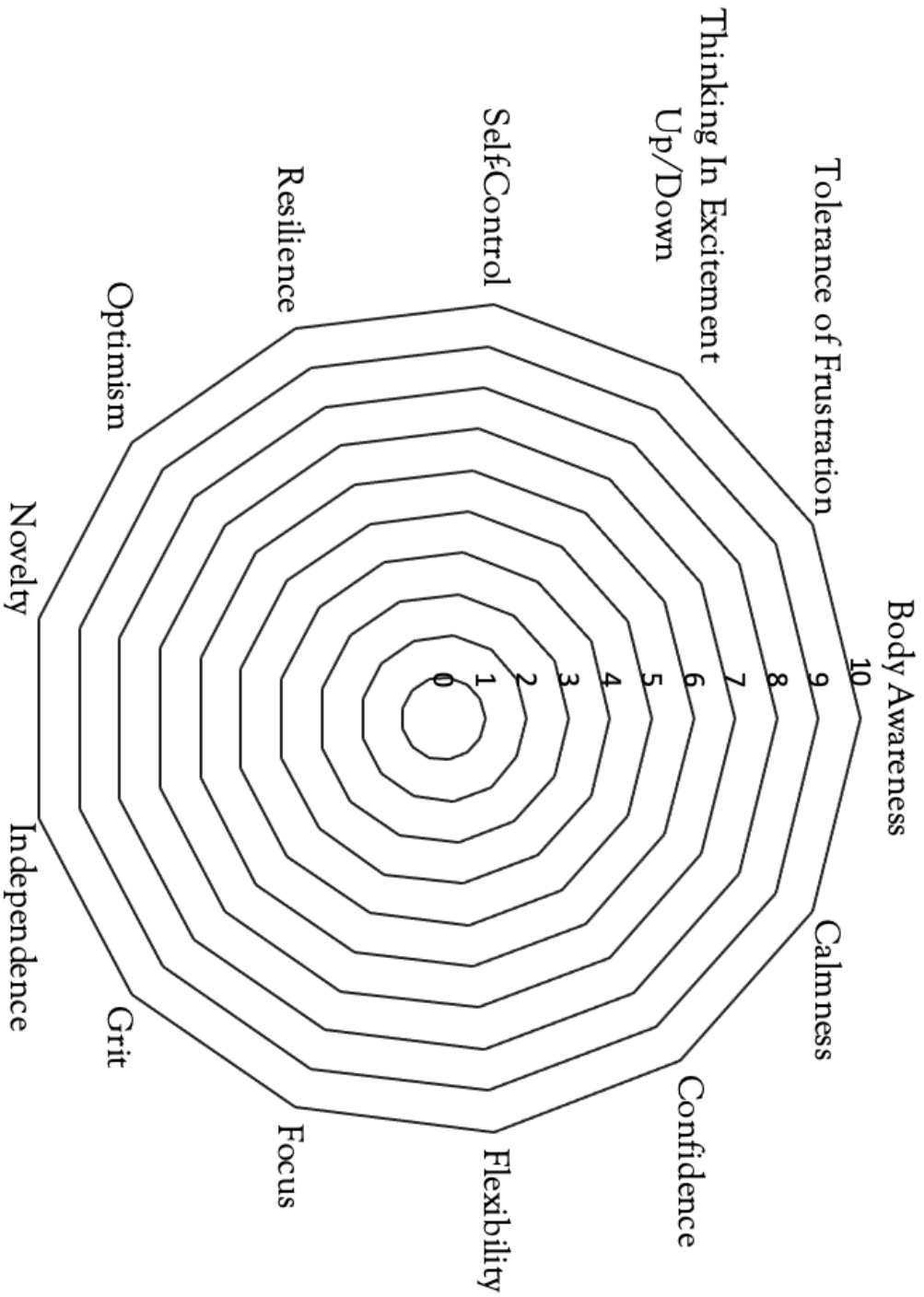


CONCEPT CHART

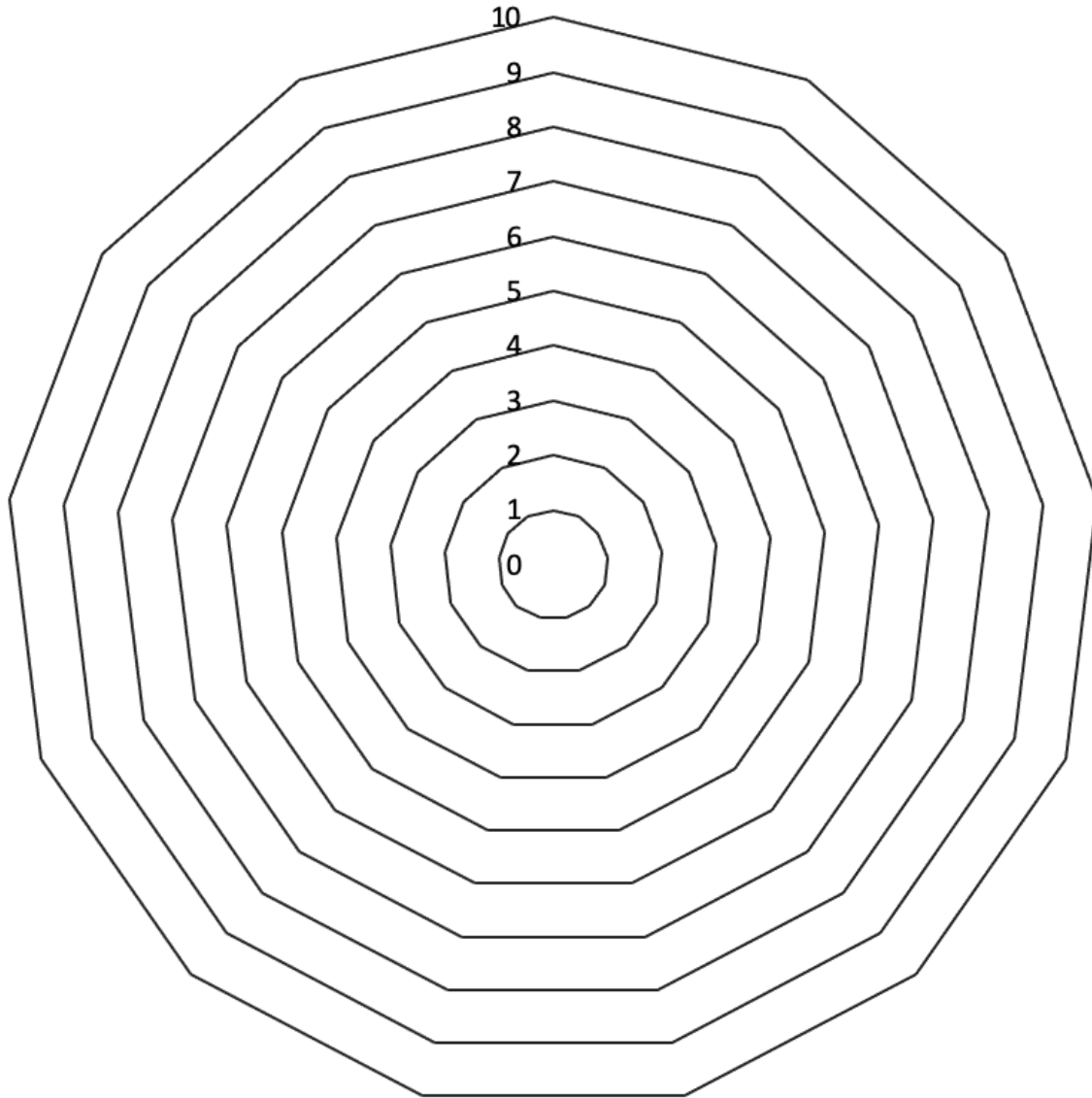


2021 Midwest Clinic International Band, Orchestra and Music Conference, Chicago, Illinois
Are We Teaching the Music or the Musician? - Presented by Dominic Talanca
Wednesday, December 15, 2021, from 5:30-6:30 pm in W181, McCormick Place West

CONCEPT CHART



CONCEPT CHART



Brainstorming Other Concepts:

Ownership in the program?

NOTES, DOODLES, LIGHTBULBS, QUESTIONS

FEEDBACK IS WELCOME & APPRECIATED

Please drop me a note: talancad@uncw.edu

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