

FROM FIRST NOTE TO LAST

Connecting Fundamentals and Musicianship

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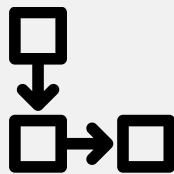
The 77th Midwest Clinic
December 20, 2023

DEFINITIONS AND RELATIONSHIPS

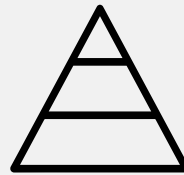
What is your model for the relationship between fundamentals and musicianship?



Checklist



Sequential



Foundational



Spiral

SETTING GOALS FOR MUSICIANSHIP

- Long Term Goals: Musicianship, Not “Performership”
 - Independence: self-propelled players, readers, counters, practicers, listeners, creators
 - Intention: meaningful, thoughtful, purposeful music-making/artistry with connection
- Short-Term Goals
 - Evolving Curriculum
 - Finding opportunities in your repertoire/warm-up and start small
 - Reframing our “Students Will Be Able To...” targets
 - Whether you think they can or can’t, you’re probably right! Give students some credit and step outside the comfort zone

CONTACT US

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TONE

note shapes

Use syllables that can help associate sounds - transfer

"doo"
"dee"
"too"

"dit"
"doh"
"ha"

"dah"
"dee"
"ding"

TIME

subdivision

Creates line - quarter = 96 (192/384)

(1 + 2 + 3 + 4 +)

LISTENING SKILLS

Directed Listening



MAKING CONNECTIONS

Teaching In/Through the Warm-Up

- Sound before symbol
- Repertoire or lesson plan shapes the warm-up which in turn shapes the learning for the rest of rehearsal!
- Conductor communication, connecting gesture to sound
- Student leadership opportunities

PRACTICING MUSICIANSHIP

- Student Ownership/Assessment
- Getting to the WHY and HOW rather than the WHAT and WHEN

RECOMMENDED TEXTS

Adams, Bobby. Music: From Skill to Art. Chicago, IL: GIA Publications, 2015.

Duke, Robert. Intelligent Music Teaching. Austin, TX: Learning and Behavior Resources, 2014.

Floyd, Richard. The Artistry of Teaching and Making Music. Chicago, IL: GIA Publications, 2015.