

The Midwest Clinic
An International Band and Orchestra Conference
55th Annual Convention
Hilton Chicago and Towers - Chicago, Illinois
December 18 - 22, 2001

NAME OF CLINICIAN

Molly A. Weaver

PROPOSED CLINIC TITLE

"Telling Isn't Teaching; Asking Isn't Assessing:
Nonverbal Strategies to Improve Pedagogical Performance"

CLINIC SYNOPSIS

This session will survey and review effective and efficient nonverbal teaching strategies and performance-based assessment procedures that will improve the quality of teaching and learning in instrumental music classes and rehearsals.

OUTLINE OF CLINIC CONTENT

- A. Defining Nonverbal Teaching and Performance-Based Assessment
- B. Demonstration of Nonverbal Strategies for Teaching:
 - 1. Steady Beat
 - 2. Subdivision of the Beat
 - 3. Dynamics
 - 4. Musical Phrasing
 - 5. Tonality
 - 6. Music Literacy
 - 7. Elements of Instrumental Performance
 - 8. Wind Articulations
- C. Demonstration of Performance-Based Strategies for Assessing Student Understanding of:
 - 1. Steady Beat
 - 2. Difference Between Subdivision of the Beat into 2 and Subdivision of the Beat into 3
 - 3. Difference Between Louder and Softer Dynamics
 - 4. Musical Phrasing
 - 5. Difference Between Major, Minor, and Modal Tonalities
 - 6. Pattern Reading Skills
 - 7. Difference Between Correct and Incorrect Elements of Instrumental Performance
 - 8. Difference Between Connected and Separated Styles of Wind Articulation
- D. Questions and Answers

This clinic does not require a demonstration group.

Telling Isn't Teaching; Asking Isn't Assessing: Nonverbal Strategies to Improve Pedagogical Performance

Introduction

Steady Beat

Subdivision of the Beat

**Duple
Triple**

Dynamics

**Louder
Softer**

Musical Phrase

Tonality

**Major
Minor (Melodic)
Minor (Harmonic)**

Music Literacy

Pattern Reading Skills

Elements of Instrumental Performance

**Posture
Instrument Position and Hand Position
Tone Quality and Intonation
Wind Articulation**

Conclusion

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Rhythmic Flashcard Training

1. FEELS LIKE

Rhythmic movement:

Start with 4 repetitions of a steady beat pattern

2. SOUNDS LIKE

Rhythm syllables:

“Rea - dy now, ech - o me” (on pitch; give direction once)

3. LOOKS LIKE

Rhythm syllables and flashcards:

“Rea - dy now, ech - o me” (on pitch: card up when students begin response; give direction once)

4. ASSESSMENT (individual patterns)

Flashcards

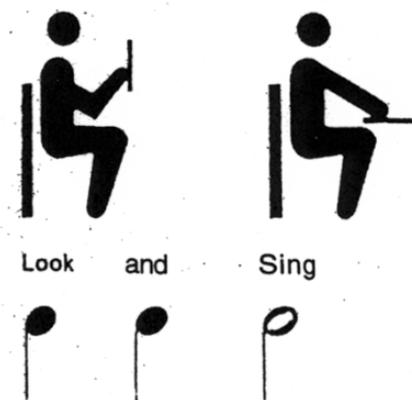
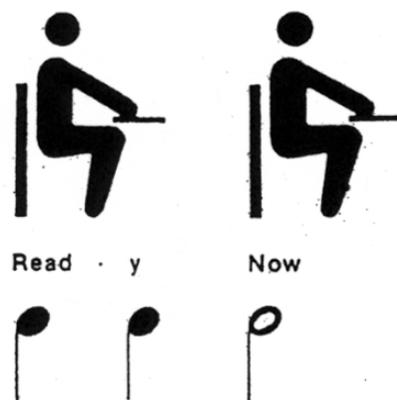
“Rea - dy now, look - and sing” (on pitch; card up on ‘look and’/down on ‘sing’; give direction each time)

5. ASSESSMENT (linked patterns)

Flashcards

“Rea - dy now, look - and sing” (on pitch; card up on ‘look and’/down on ‘sing’; give direction each time)

Teacher:



The Comprehensive Music Instructor

MODELING¹

Modes for Modeling

- Teacher Demonstration (Vocal or Instrumental)
- Student Demonstration (Vocal or Instrumental)
- Media (Photographs, Audio Recordings, Video Recordings)

Some Objectives for Musical Modeling

- To develop improved musical concepts.
- To teach students to discriminate musical and technical differences in performance.
- To define music learning objectives: It is! It isn't!
- To stimulate and motivate.
- To save time and eliminate excessive teacher talk.

Some Perceptual Qualities of an Instrumental Musical Model

- Posture
 - Instrument Position
 - Hand Position
 - Embouchure
 - Tone Quality
 - Intonation
 - Articulation
 - Technique
 - Rhythm
 - Melody
 - Harmony
 - Timbre
 - Tempo
 - Dynamics
 - Phrasing
 - Form
 - Style
 - Expressive Nuance
 - Energy
 - Attitude
-

¹Modeling is the utilization of an exemplary musical performance for the purpose of developing an improved musical concept.

“Telling Isn’t Teaching; Asking Isn’t Assessing: Nonverbal Strategies to Improve Pedagogical Performance”

Molly A. Weaver

Resource Materials

Music for Movement. Book and compact disc. Chicago: GIA, 1993. MLR-189BKCD

Verbal Association Skills Program Part One: Rhythm. Compact disc. Chicago: GIA, 1999.
MLR-378CD

Verbal Association Skills Program Part Two: Melody(Solfege). Compact disc. Chicago: GIA,
1999. MLR-379CD

Teaching Music through Performance in Beginning Band (Grade 1). Chicago: GIA, 2001.
G-5337

Teaching Music through Performance in Beginning Band (Grade 1). Reference recordings.
Chicago: GIA, 2001. CD-485

Individualized Instructor Teaching Skills Workbook. Chicago: GIA, 1981. MTSW

Rhythmic Flashcards Set A. 50 cards and compact disc. Chicago: GIA, 1998. MLR-421

Do It! Play Recorder! Book, compact disc, and recorder. Chicago: GIA, 1996. MLR-440

Do It! Play Recorder! Teacher’s Resource Guide and 2 compact discs. Chicago: GIA, 1996.
MLR-441

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