

TEACHING DELIBERATE PRACTICE: THE MISSING FUNDAMENTAL

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TEACHING PRACTICE

1. DEFINE TEACHING DELIBERATE PRACTICE
2. APPLICATION
3. CONNECTION TO REHEARSAL

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PART 1

TEACH DELIBERATELY

3

WHAT

PRACTICE IS A SKILL

4

WHAT

A SKILL CAN BE:

IMPROVED

PRACTICED

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WHAT

PRACTICE PRACTICING

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WHAT

PRACTICE AS A FUNDAMENTAL

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PART 1

OUR ROLES AS GUIDES

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PART 1

RESEARCH

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RESEARCH

SELF-REGULATION

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SELF-REGULATION

STUDENTS MOSTLY PRACTICED
LONGER PASSAGES

FOCUSED ON PITCH ACCURACY

SPENT 50% OF THEIR TIME
ENGAGED IN IRRELEVANT PLAYING

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SELF-REGULATION

LEARN TO ISOLATE CHALLENGING
SECTIONS OF MUSIC

FOCUS ON MORE THAN JUST NOTES

MAKE THE MOST OF THEIR PRACTICE TIME

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RESEARCH

MOTIVATION

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MOTIVATION

HAVE TO ALREADY FEEL COMPETENT
TO FEEL SOCIABLY ACCEPTED TO BE
MORE MOTIVATED TO PRACTICE

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MOTIVATION

HELP OUR STUDENTS FEEL MORE
COMPETENT WITH PRACTICE
DURING OUR CLASS TIME TO HELP
MOTIVATE THEM TO PRACTICE

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RESEARCH

QUALITY vs. QUANTITY

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QUALITY

QUANTITY

Versus

QUALITY

QUALITY

Champion

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QUALITY

IT WAS THE METHODS/STRATEGIES
USED DURING PRACTICE THAT
COULD PREDICT THE QUALITY OF
THEIR PRACTICE

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QUALITY

WHAT ARE THE BEST METHODS?

GET OUR STUDENTS TO
USE THESE METHODS
DURING PRACTICE?

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RESEARCH

PRACTICE STRATEGIES

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STRATEGIES

MODELING

ISOLATING CHALLENGING SECTIONS

SLOWING DOWN THE TEMPO

REPETITION OF ISOLATED SECTIONS

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STRATEGIES

HOW CAN WE TEACH THESE
STRATEGIES IN A WAY THAT OUR
STUDENTS WILL FEEL CONFIDENT
USING THEM DURING PRACTICE?

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RESEARCH

SELF-EFFICACY

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SELF-EFFICACY

STUDENTS WHO UTILIZED
MULTIPLE PRACTICE
STRATEGIES HAD A HIGHER
SELF-EFFICACY

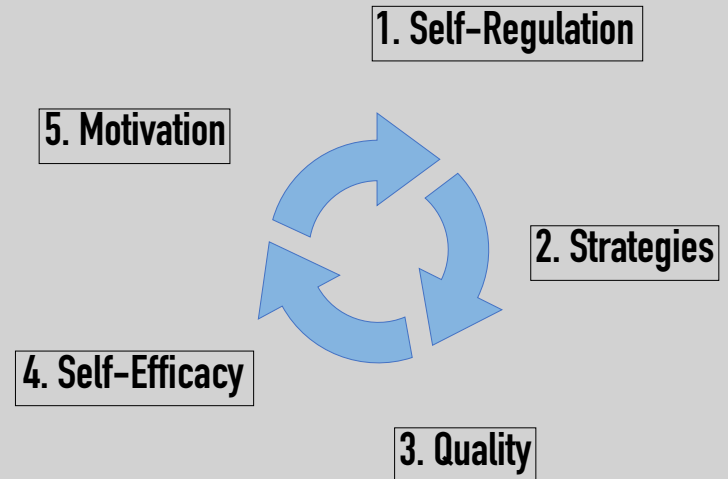
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SELF-EFFICACY

**WE NEED TO CONNECT
POSITIVE EMOTIONS AND
SUCCESS TO INDIVIDUAL
STUDENT PRACTICE**

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RESEARCH



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REVIEW

**PRACTICE CAN BE PRACTICED
STUDENTS ARE THE HERO
CONNECT SUCCESS**

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PART 1

TEACH DELIBERATELY

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DEFINE

THE DELIBERATE INTEGRATION
OF STUDENT ENGAGED PRACTICE
IN ALL ASPECTS OF OUR TEACHING

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PART 2

APPLICATION

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APPLICATION

GUIDED PRACTICE
DISCUSSION
MODELING
ASSESSMENT
REINFORCEMENT

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APPLICATION

GUIDED PRACTICE

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APPLICATION

**IS HOW WE ENGAGE OUR STUDENTS
TO PRACTICE THE PRACTICE SKILLS
WE WANT THEM TO UTILIZE DURING
THEIR INDIVIDUAL PRACTICE,
UNDER OUR GUIDANCE**

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GUIDED PRACTICE

**INDIVIDUAL, STUDENT ENGAGED PRACTICE
DURING CLASS TIME**

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GUIDED PRACTICE

**APPLICATION OF PROCESS
PRACTICE STRATEGIES
ISOLATION OF SKILLS
NEW CONCEPTS
USE OF PRACTICE TOOLS**

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GUIDED PRACTICE

**PRACTICE PRACTICING
CREATE UNDERSTANDING
CONNECT SUCCESS
INSTRUMENT FACE TIME
WORK WITH INDIVIDUALS**

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GUIDED PRACTICE

BE SPECIFIC

WHAT MEASURES
WHAT PRACTICE CONCEPT
AMOUNT OF TIME
“NOT PLAYING, DEMONSTRATING”

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DISCUSSION

GET BETTER?
WHAT DID YOU DID YOU DO?
HOW DID YOU DO IT?
WHAT WOULD YOU DO NEXT?
WHAT I DID.....

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GUIDED PRACTICE

PROCESS

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PROCESS

Music Reading Process

ESSENTIAL TOOLS: Metronome and Tuner

1. Count the Rhythm

- Figure out the rhythms in the music you are practicing, then **COUNT** the rhythms with a **METRONOME**.

2. Quick Note Check

- Do a quick check to make sure you know all of the notes in the music.

3. Note by Note

- Play the notes in the music slowly (out of rhythm) using a **TUNER**.

4. Note Names in Rhythm

- Speak the note names with fingerings in rhythm with a **METRONOME**.

5. Play

- Put your rhythm and note work together and play the music with a **METRONOME**.

IMPORTANT: Do not move to the next step until your current step is **EASY!**

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GUIDED PRACTICE

Music Reading Process

ESSENTIAL TOOLS: Metronome and Tuner

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IMPORTANT: Do not move to the next step until your current step is EASY!

MODEL
ISOLATE STEPS
ALL STEPS

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GUIDED PRACTICE

PRACTICE STRATEGIES

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GUIDED PRACTICE

PRACTICE STRATEGIES



1. Isolate the Problem: Reds/Yellows/Greens



2. Work on Isolated/Challenging Sections First



3. Mark Your Music



4. Slow the Tempo Down



5. Isolate the Skill



6. Count and Clap Rhythms



7. Speak/Sing Note Names



8. Note by Note

LEVEL 1



9. Look for Patterns



10. Loop it or Repeat



11. Use a Model

LEVEL 2



12. Work in Chunks



13. Memorize Difficult Sections

LEVEL 3+

ESSENTIAL TOOLS: Pencil, Metronome, and Tuner

ISOLATE

ALL THE WAY THROUGH
CHALLENGING SECTIONS FIRST

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ISOLATE




MULTIPLE PRACTICE STRATEGIES

SOMETHING NEW

GOOD TO GO

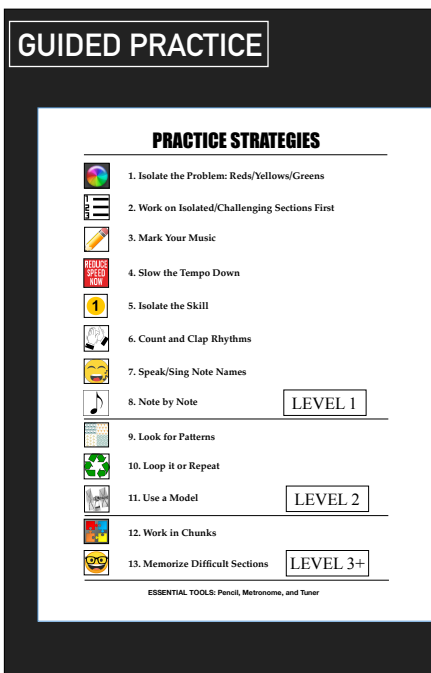
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ISOLATE



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GUIDED PRACTICE



PRACTICE STRATEGIES

1. Isolate the Problem: Reds/Yellows/Greens
2. Work on Isolated/Challenging Sections First
3. Mark Your Music
4. Slow the Tempo Down
5. Isolate the Skill
6. Count and Clap Rhythms
7. Speak/Sing Note Names
8. Note by Note
9. Look for Patterns
10. Loop it or Repeat
11. Use a Model
12. Work in Chunks
13. Memorize Difficult Sections

ESSENTIAL TOOLS: Pencil, Metronome, and Tuner

MODEL
SPECIFIC
COMBINATION
CHOICE

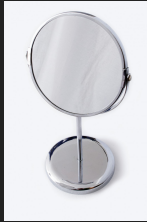
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GUIDED PRACTICE

DISCUSSION

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DISCUSSION



TOOLS

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DISCUSSION

WHY

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DISCUSSION

GOALS

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DISCUSSION

ROUTINE

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DISCUSSION

QUANTIFY HOMEWORK

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QUANTIFY

WHAT DOES “PRACTICE” MEAN?
HOMEWORK COMPLETION?
WHATS THE MOTIVATION?

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QUANTIFY

M. 28-50 @100 BPM @
80% PLAYABILITY – LEVEL 1

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QUANTIFY

REWARD POSITIVE
PRACTICE RESULTS

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DELIBERATE

ASSESSMENT

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ASSESSMENT

PRACTICE ROUTINE?
PRACTICE SKILLS
STRATEGIES
GUIDED PRACTICE
REFLECTION

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DELIBERATE

REINFORCE

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DELIBERATE

POINT OUT

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POINT OUT

**MODEL BEST PRACTICE
STUDENTS WILL MIMIC**

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POINT OUT

**WHAT PROCESS?
ANYTHING NEW?
DO YOURSELF?**

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PART 3

**CONNECTION TO
REHEARSALS**

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CONNECT

5 LEVELS OF PRACTICE

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LEVEL ONE

NOTES & RHYTHMS

SINGULAR FOCUS
SLOWEST TEMPO

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LEVEL TWO

EVERYTHING WRITTEN

CHANGE OF FOCUS
LITTLE FASTER TEMPO

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LEVEL THREE

FUNDAMENTALS

HOW DO I SOUND?
CONNECT FUNDAMENTALS
LITTLE FASTER TEMPO

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LEVEL FOUR

ENSEMBLE CONCEPTS

ENSEMBLE BALANCE
EXTRA MUSICALITY
ALMOST TEMPO

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LEVEL FIVE

PRACTICE PERFORMING

CONSISTENCY
LARGE CHUNKS
AT TEMPO

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PRACTICE LEVELS

MIMIC PRACTICE LEVEL
SET GOALS
IMAGINE

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PRACTICE LEVELS

LEVEL 1: NOTES AND RHYTHMS
LEVEL 2: EVERYTHING WRITTEN
LEVEL 3: FUNDAMENTALS
LEVEL 4: ENSEMBLE CONCEPTS
LEVEL 5: PRACTICE PERFORMING

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REFLECTION

HIGHER SELF-EFFICACY
TEACHING PROCESS NOT NOTES
TIME ON MUSICALITY!
BETTER MUSIC READERS
MORE GENUINE COMPLIMENTS
MUTUAL ENJOYMENT

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CONCLUSION

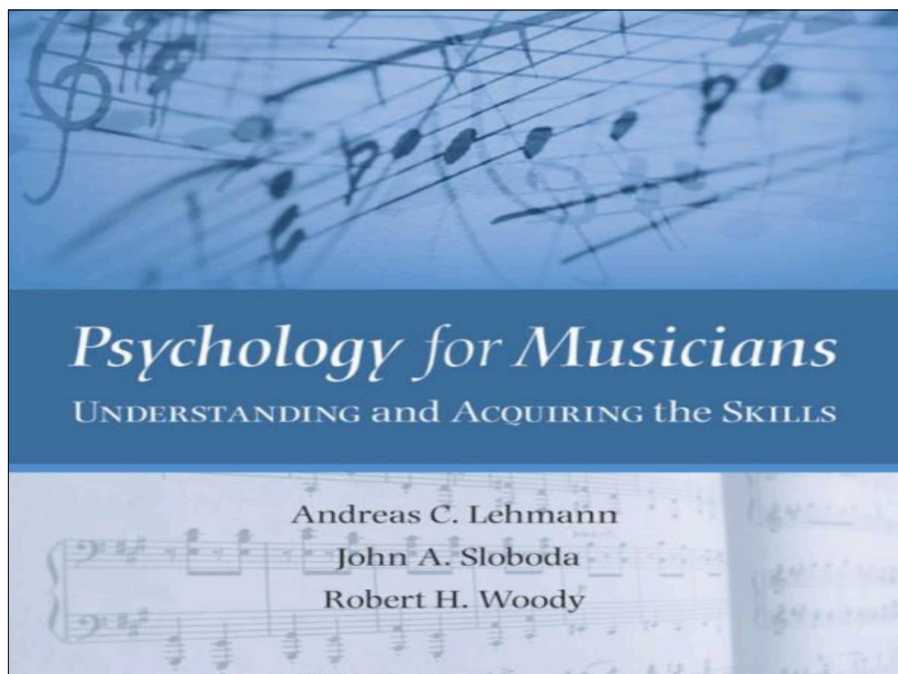
PRACTICE AS A FUNDAMENTAL

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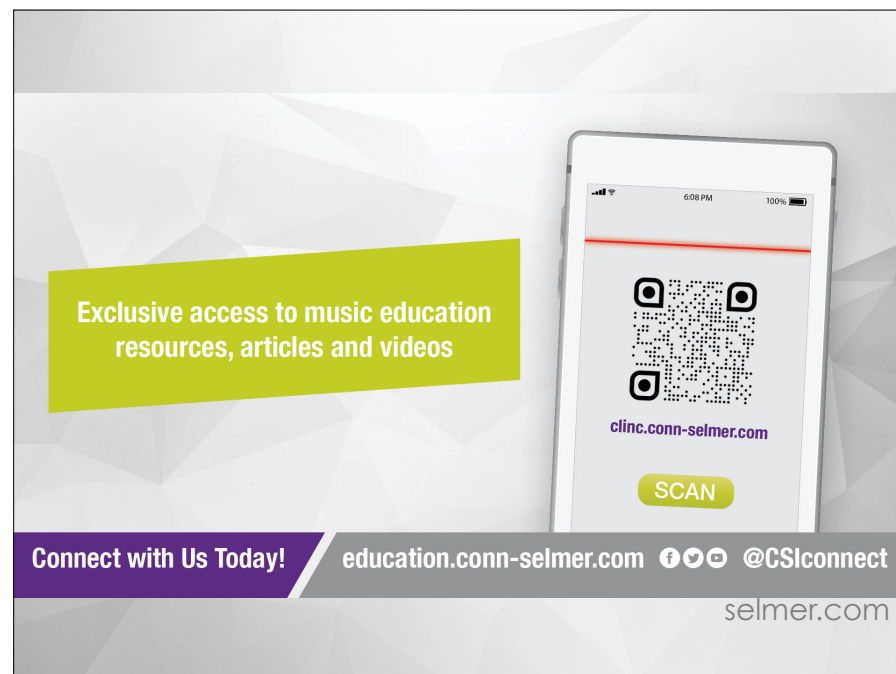
CONCLUSION

DELIBERATE INTEGRATION OF STUDENT ENGAGED PRACTICE IN ALL ASPECTS OF OUR TEACHING

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