

THE WHAT AND THE HOW OF TEACHING EFFECTIVE PRACTICE

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INTRODUCTION

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THE WHAT AND THE HOW OF TEACHING EFFECTIVE PRACTICE

1. THE WHAT: PROCESS/SKILL ISOLATION
2. THE HOW: GUIDED PRACTICE
3. A TIME LINE: CREATING A FOUNDATION
4. CONCERT PREPARATION: PRACTICE PERFORMING

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THE WHAT

PROCESS

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PROCESS

PROC-ESS

noun:

A series of actions or steps taken in order to reach a particular end.

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PROCESS



REPEATABLE

7

PROCESS



ACHIEVABLE

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ISOLATING SKILLS

MUSIC READING PROCESS

Music Reading Process

ESSENTIAL TOOLS: Measurements and Taxes

A. RHYTHM

1. **Quick Rhythm Check:** Scan the music to see if there are any new or challenging rhythms. Figure out how to count these rhythms before proceeding.
2. **Count the Rhythm:** Count the rhythms of the music using a METRONOME.

II. PITCH

3. **Quick Pitch Check:** Do a quick check to make sure you know and can read all of the pitches in the music.
4. **Quick Fingering Check:** Do a quick check to make sure you know all of the fingerings or slide positions in the music.
5. **Note by Note:** Play the notes in the music slowly (not in rhythm) using a **TUNER**.

C. COMBINING SKILLS

7. **Play:** Put your rhythm and note work together and then play the music using a METRONOME.

ANSWER C The sum given is the sum of the squares until your current one is 8, which is

A. RHYTHM

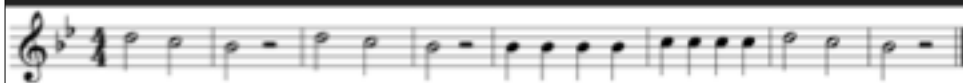
1. **Quick Rhythm Check:** Scan the music to see if there are any new or challenging rhythms. Figure out how to count these rhythms before proceeding.
2. **Count the Rhythm:** Count the rhythms of the music using a **METRONOME**.



PROCESS

B. PITCH

3. Quick Pitch Check: Do a quick check to make sure you know and can read all of the pitches in the music.
4. Quick Fingering Check: Do a quick check to make sure you know all of the fingerings or slide positions in the music.
5. Note by Note: Play the notes in the music slowly (not in rhythm) using a **TUNER**.



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PROCESS

C. COMBINING SKILLS

6. Note Names in Rhythm: Speak the note names with fingerings in rhythm using a **METRANOME**.
7. Play: Put your rhythm and note work together and then play the music using a **METRANOME**.

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



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PROCESS

ISOLATION PROCESS

ISOLATION PROCESS

Music Isolation Process

ESSENTIAL, WITH A: Metabolism and Tumor

Step 1. Identify movement(s) to initiate

- Keep new music and harder challenging pieces
- Be aware of the unintentional slowing or stopping while practicing

Step 3: Check Rhythm

- a) Clashes across rhythmic counting
 b) Clashes using the practice strategies of repetition and then to find as necessary

Step 3: Check P-values

- ii) *Spoken pitch names in rhythm using the practice strategies of repetition and then to find as necessary*

Step 4: State by State

- With your best tone quality, move slowly from note to note, without rhythm using a meter to confirm you are placing the correct pitches.
- Once confident, utilize the practice strategies of *slow* and *repetition* until your goal tempo is reached.

Do not increase the wage until equilibrium is reached again. How long will it take?

Step 4: Remove from Initiation

- Estimate the momenta in your matrix
- Play matrix starting from the isolated momenta
- Work in their and together they used to be good

Negative isolation success

- ii) **Fast Checks:** Before entering competition, you must make sure steps 1 and 2 are correct!

PROGRESS 4/17: We now move to the next step of the process with your current step 4.5 APTM

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ESSENTIAL TOOLS: Metronome and Tuner

Step 1: Identify measure(s) to isolate

- a) Scan new music and bracket challenging measures
- b) Be aware of the *unintentional* slowing of tempo or stopping while practicing

Step 2: Check Rhythm

- a) Confirm correct rhythmic counting
- b) Count rhythm using the practice strategies of **repetition** and **slow to fast** as necessary

Step 3: Check Pitches

- a) Quick Pitch Check
- b) Speak pitch names in rhythm using the practice strategies of **repetition** and **slow to fast** as necessary

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Step 4: Note by Note

- a) With your best tone quality, move slowly from note to note, without rhythm using a tuner to confirm you are playing the correct pitches
- b) Once confident, utilize the practice strategies of **slow to fast** and **repetition** until your goal tempo is reached

Do not increase the tempo until multiple successful repetitions have been achieved!

Step 5: Remove from Isolation

- a) Reinsert the measure(s) in your music
- b) Play music starting prior to the isolated measures
- c) **Slow to fast** and **repetition** may need to be used

Keys to Isolation success:

- a) **Fact Check:** Before utilizing **repetition**, you must make sure steps 2 and 3 are correct!
- b) **Maintenance:** Isolated measures may take more than one practice session to become confident and may need to be maintained once confident

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Step 5: Remove from Isolation

- a) Reinsert the measure(s) in your music
- b) Play music starting prior to the isolated measures
- c) **Slow to fast** and **repetition** may need to be used

Keys to Isolation success:

- a) **Fact Check:** Before utilizing **repetition**, you must make sure steps 2 and 3 are correct!
- b) **Maintenance:** Isolated measures may take more than one practice session to become confident and may need to be maintained once confident

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

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PROCESS

PAUSE

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GUIDED PRACTICE

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PRACTICE IS A SKILL

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ANY SKILL CAN BE:

IMPROVED

PRACTICED

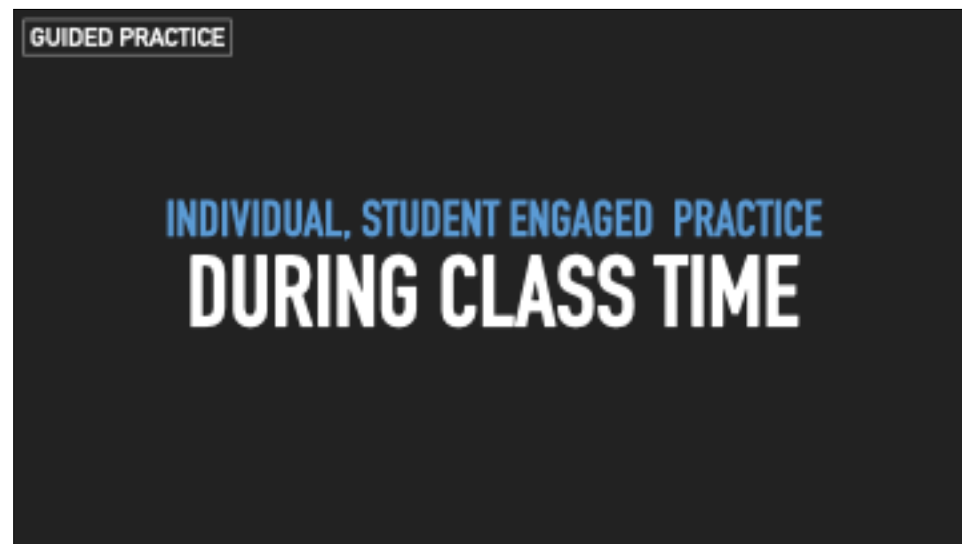
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PRACTICE PRACTICING

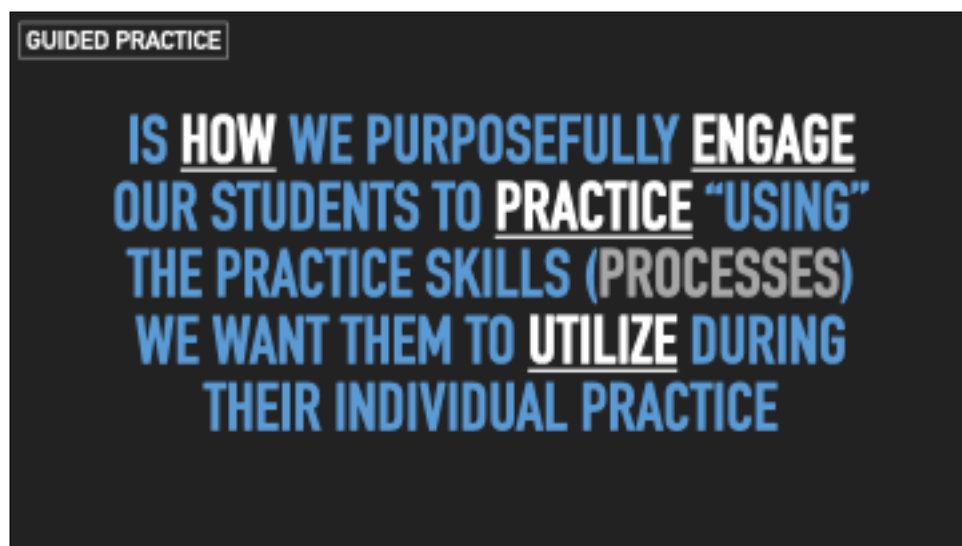
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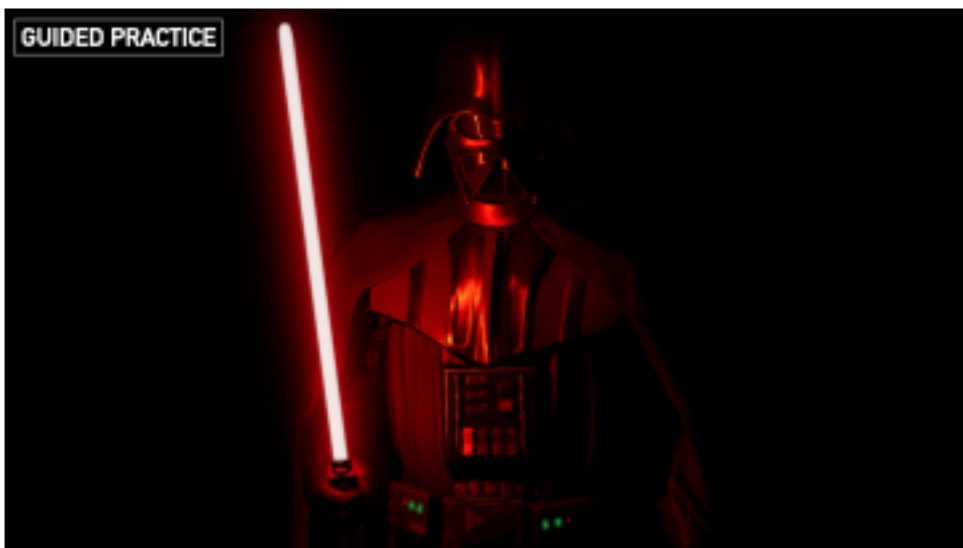
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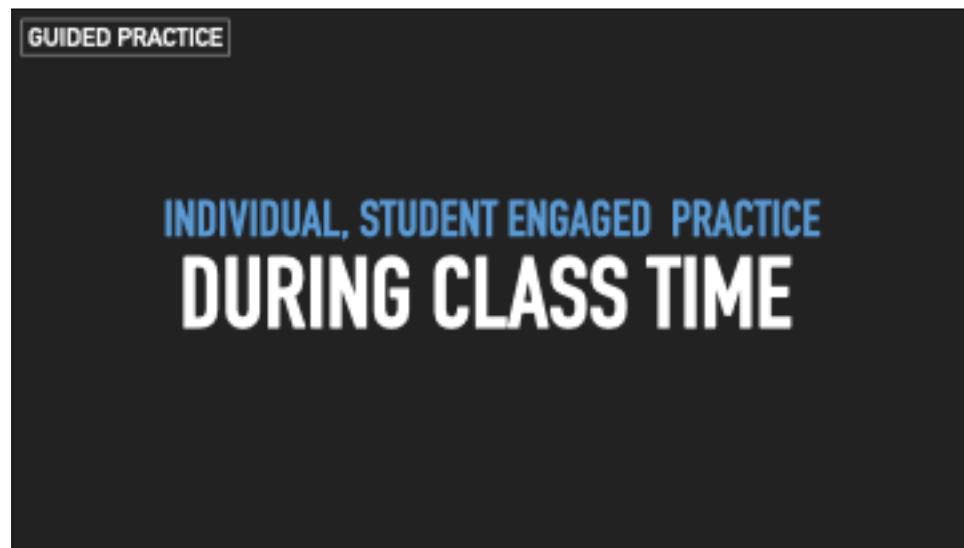
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GUIDED PRACTICE

PRACTICE USING THE PROCESS
PRACTICE STRATEGIES
ISOLATE SPECIFIC SKILLS
PRACTICE 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



FIGURE IT OUT

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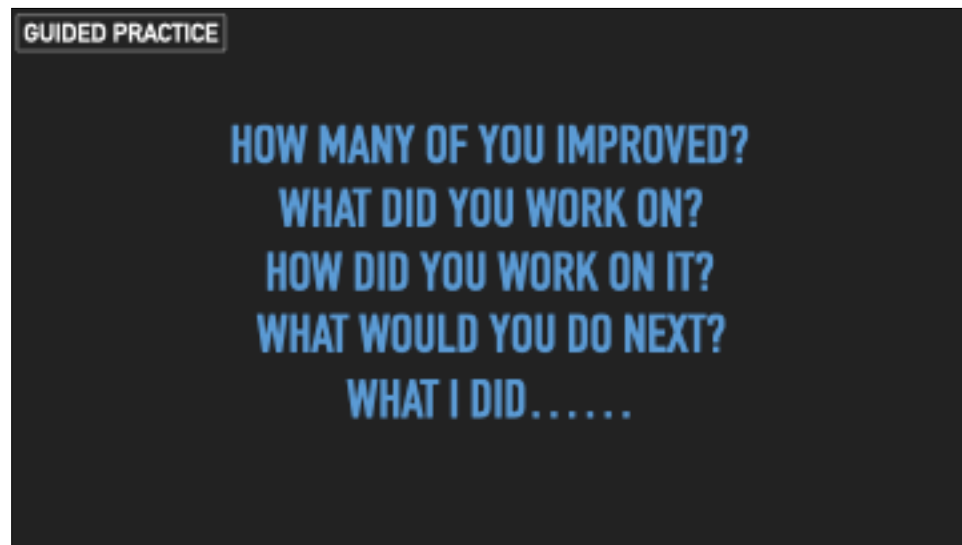
GUIDED PRACTICE

BE SPECIFIC
WHAT MEASURES
WHAT STEP(S) OF THE PROCESS
WHAT PRACTICE CONCEPT
AMOUNT OF TIME
STUDENT PARTICIPATION

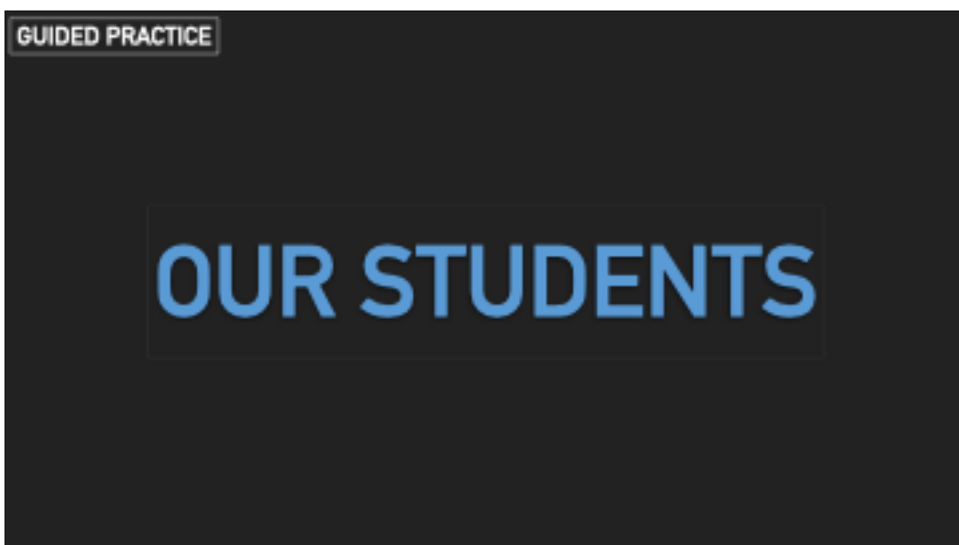
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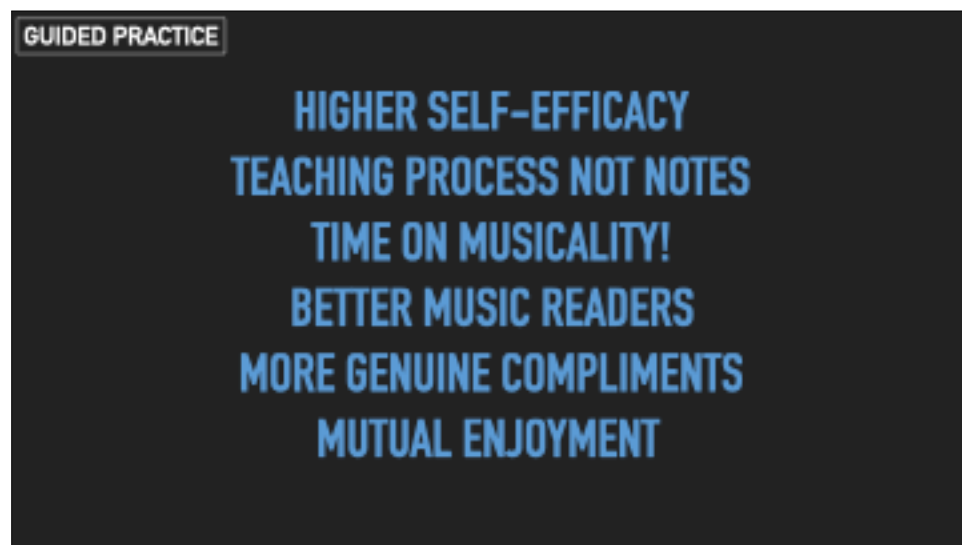
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FOUNDATION

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SKILL ISOLATION

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1. RHYTHM: HOW LONG
2. PITCH: WHAT NOTE
3. HOW TO PLAY IT: FINGERING/SLIDE POSITION
4. FUNDAMENTALS: ABILITY TO PLAY INSTRUMENT

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POSTURE
BREATHING
FOOT TAPPING
EMBOUCHURE/MOUTHPIECE
ARTICULATION
INSTRUMENT SPECIFIC SKILLS

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TECHNIQUE

FIRST SIX NOTES
5 NOTE SCALE (QUARTERS/8THS)
BEGIN CHROMATIC
PATTERNS
FIRST SONGS/INTRO PROCESS

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SONGS

Ode to Joy (Notes **C D E F G**)

E E F G, G F E D, C C D E, E for 2 **D** for 2,

E E F G, G F E D, C C D E, D for 2 **C** for 2

[Trumpets: Click Here for Video](#)

[Horns: Click Here for Video](#)

Twinkle, Twinkle (Notes **C D E F G A**)

C C G G, A A G for 2, **F F E E, D D C** for 2

G G F F, E E D for 2, **G G F F, E E D** for 2,

C C G G, A A G for 2, **F F E E, D D C** for 2

[Trumpets: Click Here for Video](#)

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TIMELINE

BEGIN MUSIC READING
SEPARATELY

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TEACHING PROCESS

COMBINE SKILLS
FOCUS ON TEACHING THE PROCESS

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TIMELINE

Music Reading Process

ESSENTIAL SKILLS: Metronome and Tuner

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5. Note by Note: Play the notes in the music slowly (just in rhythm) using a TUNER.

C. COMBINING SKILLS

6. Note Names in Rhythm: Speak the note names with fingerings in rhythm using a METRONOME.
7. Play: Put your rhythm and note work together and then play the music using a METRONOME.

IMPORTANT: Do not move to the next step of the process until your current step is SAVED.

MODEL

ISOLATE STEPS

ALL STEPS

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TIMELINE

PROVE IT!

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TIMELINE

REINFORCE

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TIMELINE

ISOLATION PROCESS

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TIMELINE

GOAL

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FUTURE

**PROCESS FOR
PERFORMANCE**

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PERFORMANCE

5 STAGES OF FOCUS

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PERFORMANCE

STAGE 1: PITCHES AND RHYTHMS
STAGE 2: STYLE & EXPRESSION
STAGE 3: FUNDAMENTALS
STAGE 4: ENSEMBLE CONCEPTS
STAGE 5: PRACTICE PERFORMING

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STAGE ONE

PITCHES & RHYTHMS

SINGULAR FOCUS

GUIDED PRACTICE: THE PROCESS

SLOWEST LEARNING TEMPO

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STAGE TWO

STYLE & EXPRESSION

CHANGE OF FOCUS

GP: ISOLATION OF ELEMENTS

LITTLE FASTER TEMPO

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STAGE THREE

FUNDAMENTALS

HOW DO I SOUND?

GP: INTONATION/TONAL CONSISTENCY

LITTLE FASTER TEMPO

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STAGE FOUR

ENSEMBLE CONCEPTS

ENSEMBLE BALANCE

EXTRA MUSICALITY

ALMOST TEMPO

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STAGE FIVE

PRACTICE PERFORMING

CONSISTENCY
LARGE CHUNKS
ENDURANCE
AT TEMPO

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PERFORMANCE



MIMIC PRACTICE LEVEL
SET GOALS

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CONCLUSION

STAGE 1: PITCHES AND RHYTHMS
STAGE 2: STYLE & EXPRESSION
STAGE 3: FUNDAMENTALS
STAGE 4: ENSEMBLE CONCEPTS
STAGE 5: PRACTICE PERFORMING

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CONCLUSION

1. THE WHAT: PROCESS/SKILL ISOLATION
2. THE HOW: GUIDED PRACTICE
3. A TIME LINE: CREATING A FOUNDATION
4. CONCERT PREPARATION: PRACTICE PERFORMING

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