

Strengthening Your Studio Through Intentional Practices at Group Sessions

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Do you ever feel like you're saying the same thing to students over and over again, lesson after lesson?

During this hour we'll discuss how to create meaningful group sessions to reinforce the topics you discuss over and over again, lesson after lesson.

Mindset:

Inspirational Quotes: (I like to focus on the topics of Creativity and Hard Work)

- Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything. - Plato
- Where words fail, music speaks. - Hans Christian Andersen
- If you really look closely, most overnight successes took a long time. - Steve Jobs
- Hard work beats talent when talent doesn't work hard. - Tim Notke, basketball coach

Positive Mantras: (corny, but it works)

- I love this piece because it's beautiful and I enjoy playing it.
- This piece is interesting for the audience because it has unexpected harmonies.
- I like playing this piece because it's fun to play staccato notes
- This piece makes me express emotions that I can't describe in words
- Write a sample here:

Performance "Feel Good Plan" (My counselor pal Cher Anderton uses FGP in counseling - I'm transferring it to performance counseling for my students. Use these topics on a full sheet.)

- **On performance day I like to:**
- **When I'm performing, I like to wear:**
- **In the time before a performance I feel: "nervited" ;-)** (nervous+excited)
- **To help myself stay calm I will: (breathing, mantras, etc.**

PERFORMING makes performing easier. :-) Give lots of opportunities. Pre-recital performance sheet - five signatures of five different people (family, neighbors, friends) - Goal - five performances - not one performance for five people.

Topics for group practice:

(some can be discussed as an exercise, then circle back to these topics when students perform)

- **Dynamics** - matching game worksheets - symbol on left column, meaning on right. You can make this multilevel by having different sections - (beginners do the first 6 words, intermediate complete through #10, etc...)
- **Intervals** - be able to identify and sing various intervals - interval/song sheet - practice singing the songs one session - alternating with naming intervals at next session. Continue discussion with hearing the dissonance of 2nds and 7ths in lesson - hearing the beauty of 6ths, tight harmony of 3rds, hollow sound of 5ths, etc.
- Chords - building - make teams, jeopardy game, ear training, verbal building
- **Articulation** - similar to dynamics - matching meanings, then discuss and demonstrate.
- **Tone Quality** -
- **Layers of sound - hearing voicing - bring out tops, deep resonant bass lines, etc.**
- **Performance techniques - WAIT! - Finish! Gestures, bows, etc.**
- **Composer Spotlight - assign one spotlight per class - 3 min report**

Sample lesson plan for 45-min class: 4 pm start time 😊

(I often have a one page handout for my classes)

4:00-4:05 - welcome, introductions, think about inspirational quote, have kids write a positive mantra, work on worksheet topics

4:05-4:08 - Composer spotlight

4:08-4:15 - two learning topics - dynamics matching, sing then identify intervals

4:15-4:45 - Students write the names and composers of pieces being performed - physical act of writing helps them remember the names of composers

For each performance - target some listening - what types of dynamic contrasts do you hear? What mood is this piece? Name something positive you heard from the performer (compliments for the performer).

After the performance, I give my brief feedback, then go around to hear compliments. Ask open-ended questions - create good listeners. Questions can be about mood, form, etc.

At the end of my classes and always at the end of my worksheets I write:

WORK HARD AND HAVE FUN

