|  |  |
| --- | --- |
| Rehearsal Process | Questions & other resources |
| 1. Pre-Rehearsal   Know your score, theory analysis, dynamic shaping, have firm opinion on style & interpretation, know composer, lyricist, historical information, cultural information  Be able to audiate all parts | Growing Musicians- Book  How much time should be spent on score study for a typical middle school choir? |
| 1. Plan for error, what if section does not go as intended? |  |
| 1. Think about Hierarchy & Rehearsal Priorities   They give order  It’s ok to work on more than one thing at a time |  |
| 1. Think about pacing   Avoid excessive verbosity  Speed & # of activities  Balance of gaining & experiencing knowledge |  |
| 1. From Kohut & Grant-   Short & long term learning & performance objectives  Consider reading/performance abilities, difficulty of music, time available  Record & review rehearsals  Upbeat/energizer (ease & few problems)  Most effort/concentration = middle of rehearsal  Finish with sense of accomplishment/closure | Kohut & Grant |
| 1. Lesson plan- psychological structure   Use whole part whole approach  Give students clear idea of what they will be doing, then work sections/individual parts & problem areas  Plug problem areas back into entire piece |  |
| 1. Rhythm, pitches, intonation/tone quality, articulation/diction, precision, phrasing/expression, dynamic contrast, balance and blend | When working on expression, how much time should be spent going over interpretation, historical & cultural context, & finding ways in which students can relate to piece? |