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| 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 informationBe able to audiate all parts | Growing Musicians- BookHow 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?
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| 1. Think about Hierarchy & Rehearsal Priorities

They give orderIt’s ok to work on more than one thing at a time |  |
| 1. Think about pacing

Avoid excessive verbositySpeed & # of activitiesBalance of gaining & experiencing knowledge |  |
| 1. From Kohut & Grant-

Short & long term learning & performance objectivesConsider reading/performance abilities, difficulty of music, time availableRecord & review rehearsalsUpbeat/energizer (ease & few problems)Most effort/concentration = middle of rehearsalFinish with sense of accomplishment/closure | Kohut & Grant |
| 1. Lesson plan- psychological structure

Use whole part whole approachGive students clear idea of what they will be doing, then work sections/individual parts & problem areasPlug 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? |