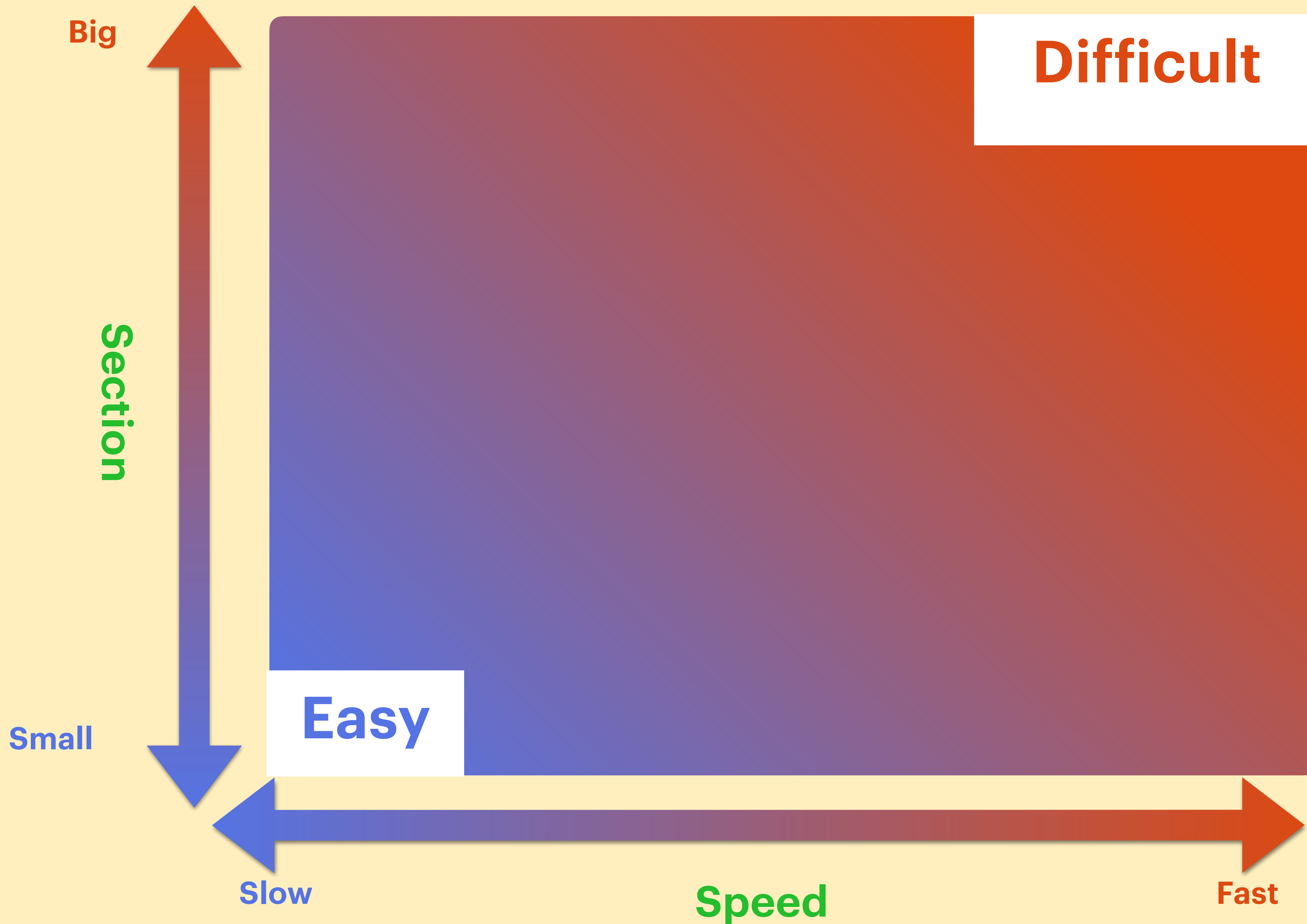


Teaching Students to Fish

- How to practice/learn — “easy and fluid!”



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- Ask questions

- How did that go?
- Was it easy?
- How did it sound?
- Did it sound like you wanted it to?
- Do you know what it should sound like?
- Is there more than one way that it could/should sound?
- What different ways could you make it sound, just experimenting?
- How many ways can you phrase this?
- What would it sound like with different dynamics?
- Did you keep it steady?
- Can you tell if it's steady or not?
- If not, can you play it while focusing on the pulse and then answer the question after you play?
- What should you do next?
- How can you make it easier?
- Would practicing a smaller section help?
- How else can you practice it?
- What happens if you play it a little slower?
- What happens if you play it a little faster?
- Why did the composer do it this way?
- How else could the composer have written this part?
- Can you try to change one thing (a note, a rhythm, an articulation) and see how that affects it?
- What's going on in the next section?
- Can you describe the sound without hearing it first?
- Are there any patterns that you recognize?
- Do you know what note that is?
- How can you figure out where that is on the piano?
- How can you double-check so you're 100% sure?
- Are you sure of that rhythm?
- How can you check?
- What does the music remind you of?
- How does the music make you feel?
- Can you convey that to the audience?
- Is the melody obvious?
- Does it sound like a different voice or instrument?
- How would you describe the “color”?
- Using your imagination, can you create a sound on the piano that sounds like thunder? Rain? Wind? A giant? A horse race? . . .
- Can you come up with a story to fit this piece?
- What kind of characters are there?
- Am I in “Performance Mode” or “Practice Mode”?

Teaching Students to Fish

- How to practice/learn — “easy and fluid!”
- Ask questions
- Ask *themselves* questions
- Be the non-judgmental observer — *The Perfect Wrong Note*
- Have them show you how to practice
 - do it in front of you or send video
- Reverse roles: teacher becomes student and plays for the student

Gradual Independence

➤ Phase 1 — Instruct every step

- “Practice the first measure”
- “Good, again”
- “Check RH fingering”
- “Get that 3 times in a row”
- “Now the next measure, just RH” . . .

Gradual Independence

➤ Phase 2 — Guide by asking questions

- “How was that?”
- “Was it easy and fluid?”
- “How can you practice this part?”
- “What should you do next?”

Gradual Independence

➤ **Phase 3 — Interject only when necessary**

“Meet students where they are, not where you are, and not where you want them to be, but where they really are.”

— Frances Clark