

Single Reed Techniques, Winter 2021

Peer Teaching Assignment (20%) **Due Wed. April 14th @ 5pm**

Each student will be assigned to a group to practice teaching a specialized component of single reed pedagogy. Topics chosen are based on class topics that have proven to be particularly useful and relevant in your own individual learning of the single reed instruments. Now is the time to pay it forward!

Teach us what you learned:

Each group will **make a 15-20 minute video** of their assigned topic, as if teaching a workshop for beginner band students (grade 6/7).

Your presentation must be organized and clearly planned in advance with a rough script (not word for word, but know more or less what you will talk about and rehearse your presentation in advance with your group). **You must submit a one-page outline of your presentation to me by email, Due Wed. April 7th @ 5pm.**

Each presentation must include at least **2 demonstrations** of useful strategies, but preferably more.

Each group must demonstrate a **balanced division of labour**.

20 minutes is not much time to boil down what is sometimes a complex topic. So be VERY CLEAR in your understanding of the concept and work to summarize it down to the **ESSENTIALS**. Your video should be rehearsed, and polished, of reasonable video and audio quality (no serious background noise), lighting from the front (not behind you). Come to office hours to ask questions and brainstorm ideas with me if you wish. You can record with your partners on Zoom, like a webinar, or you can record separately and edit the videos together, but editing should be of reasonable quality, not clunky.

Say very **briefly WHY** each strategy works. What pedagogical foundation is it based on: breaking a larger idea into smaller pieces, neuroscience, biology, motor learning, learning styles, acoustics, isolating parts of a more complex task, etc. Don't get into too much detail here, remember you are speaking to middle school students.

You will be assessed on the following criteria:

- 1) Demonstrate a clear understanding of your topic (gained through research, review of class notes and D2L materials, discussion with group members)
- 2) Linear organization of ideas that makes pedagogical sense (think about the order in which you provide new information to your students, and how much they can digest at a time)
- 3) Level of Preparation (rehearsal, outline), fits within time limit (15-20mins)
- 4) Coherent communication of ideas in a step-by-step, concise and easily understood way
- 5) Your manner of speaking: is the language positively framed, student-accessible, well-paced, relatable, professional, use of humor if appropriate, etc.

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Groups:

Topic: **Intonation**, tuning your sections for rehearsal and performance (clarinet AND sax), exercises students can do with a tuner or other device or friend (find existing exercises, or invent new ones), usefulness of 'HEE-HAW', troubleshooting common intonation problems with both instruments, reed strength and intonation.

Topic: **Practice Strategies**, building finger coordination, note reading (speaking note names in time w/ metronome), isolating independent tasks (ex. Air from fingers), hand position as it relates to good technical facility, chunking, tonguing bursts, metronome exercises.

Topic: **Finding Your Sound**, how to engage the vibration of the reed, threshold exercise, types of air we use (hot, cold, fast, slow, etc), embouchure, pressurizing the reed (just enough vs. too much), resonating anatomy (oral/sinus cavities), troubleshooting, mouthpiece exercises, double-lip embouchure.

Topic: **Breathing and Air Support**, anatomy, relaxed intake, diaphragmatic breathing, setting up the tummy wall, "SSS" + fingers only, mouthpiece exercises. Games and exercises that can be done in a group context, sizzle, breath builder

Topic: **Pedagogy & "The Break"**, How to use the SOE books most effectively, pros & cons, what order to teach fundamentals, categorize fundamentals and relate to practice structuring (10 mins scales, 10 mins long tones, etc) Crossing the break.

Topic: **Assembly and Maintenance**, name parts/pieces of both instruments, demonstrate safe assembly, cleaning, selecting the right reed size, minutia of putting reed to mouthpiece, sanitization, detecting mechanical issues, repairs, quick fixes you can do in the band room.