

Driving an Ensemble with a Dirty Windshield?

Explore ways to clean your *windshield* – the music score. Learn about score mapping, rehearsal questioning techniques, and student learning styles in an effort for everyone to drive more effectively through the journey and destination of performance.



SHELLEY JAGOW

Wright State University; Department of Music ; 3640 Colonel Glenn Hwy. Dayton, OH 45435

Phone: 937-775-2178 Email: shelley.jagow@wright.edu

STEPS: DRIVING TO YOUR DESTINATION



STEPS Method

S
T
E
P
S

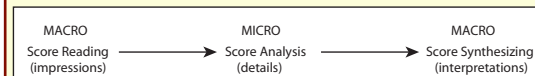
= **Score Study**
 = **1swbat (The student will be able to...)**
 = **know your Ensemble**
 = **identify Potential Problems**
 = **identify Solutions to the problems**

S = SCORE STUDY

Constructing a Score Map:

1. Cognitive Domain
2. Psychomotor Domain
3. Affective Domain

Figure 14: Macro-Micro-Macro Process of Study



T = 1SWBAT (THE STUDENT WILL BE ABLE TO ...)

- What?
- Measurable objectives
- Questioning techniques
- Rehearsal objectives & Bloom's Taxonomy
- Components of a Rehearsal Objective
 1. Behavior
 2. Condition
 3. Criteria

Table 4: Benjamin Bloom's Cognitive Taxonomy

Competence	Skills Demonstrated
Knowledge	<ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter • Question Cues: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	<ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • Question Cues: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	<ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge • Question Cues: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	<ul style="list-style-type: none"> • seeing patterns • organization of parts • recognition of hidden meanings • identification of components • Question Cues: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	<ul style="list-style-type: none"> • use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • Question Cues: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	<ul style="list-style-type: none"> • compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • Question Cues: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

*Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York: Longmans, Green. Retrieved November 10, 2003, from <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>

E = KNOW YOUR ENSEMBLE

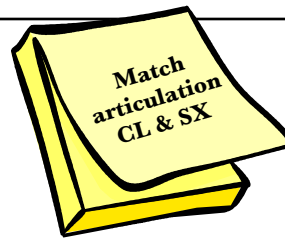
- Selecting appropriate literature
- What is Good Music?
- the Q-Factor: determining Quality music
 - Table 41: Determining the Q-Factor by Using the Quality Meter
- Can my band even play this piece?
 - Table 42: Fundamental Factors in Grade Appropriateness
- Animal School
 - Learning styles
 - Gardner's Theory of Multiple Intelligences

Qualitative Factors	Quantitative Value (check only one of three columns)		
	Poor = 1	Fair = 2	Good = 3
Harmonic structure			
Melodic content			
Formal craftsmanship			
Originality			
Emotional value			
Composer quality			
Educational Value: Reinforce musical concepts? Solo opportunities for stronger players? Showcase strengths of ensemble? Multicultural content? Etc.			
TOTAL POINTS (sum for all three columns)			

Qualitative Meter	Total Points	Q-Factor
21 19 17 15 13 11 9 7	19 - 21	Excellent value to rehearsing/performing this piece
	15 - 18	Good value to rehearsing/performing this piece
	11 - 14	Fair value to rehearsing/performing this piece
	8 - 10	Little value to rehearsing/performing this piece
	7	No value to rehearsing/performing this piece

P = IDENTIFY POTENTIAL PROBLEMS

- Chapter 6: Tone Quality
- Chapter 7: Balance and Blend
- Chapter 8: Pitch/Intonation
- Chapter 9-11: Pulse and Rhythm
- Chapter 12: Technique, Style and Articulation

**S = IDENTIFY SOLUTIONS**

- CAUSE / EFFECT / SOLUTION CHARTS

★ **Table 10:** Factors Affecting Tone. (include: air support, posture, embouchure, amount of mouthpiece, reed condition, equipment, tonal concept, aural concept, balance, percussion stroke, and vibrato)

★ **Table 9:** Recommended Quality Classical Recording Labels

★ **Table 15:** Recommended Mouthpieces, Ligatures, and Reeds

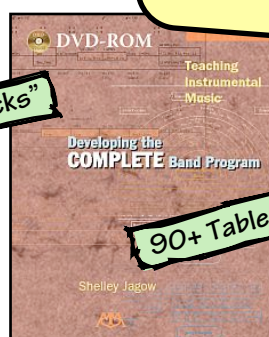
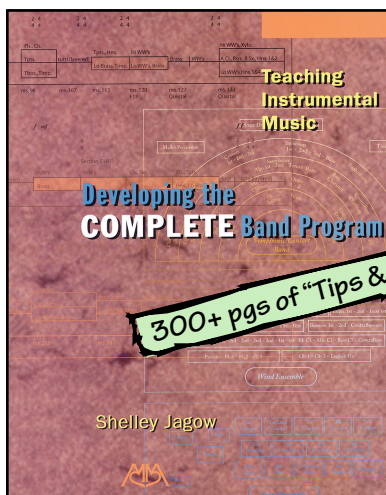
★ **Table 12:** Suggested Guide to Balanced Instrumentation

★ **Table 13:** Recommended Instrument Transfers

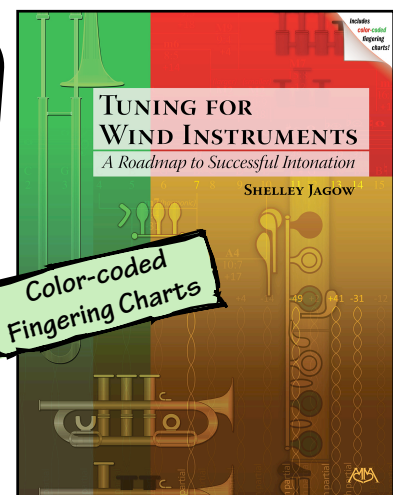
★ **Table 14:** Recommended Instrument Substitutions

★ **Table 25:** Key Concepts for Musical Interpretation

★ **Table 17:** Factors Affecting Pitch



A band is no better than its conductor and is a reflection of what he is and thinks musically.
(Harry Belafonte)

**RESOURCES**

- Jagow, Shelley. (2007). *Teaching Instrumental Music: Developing the COMPLETE Band Program*. (Meredith Music)
- Jagow, Shelley. (2008). *Teaching Instrumental Music: Developing the COMPLETE Band Program. DVD* (Meredith Music)
- Jagow, Shelley. (2012). *Tuning for Wind Instruments: A Roadmap to Successful Intonation*. (Meredith Music)