

North Carolina Music Educators Conference
Winston-Salem, North Carolina
10:00am, Tuesday, November 11, 2014

STOP PRACTICING! **Making *Music* in the Instrumental Rehearsal**

Presented by:

Dr. Shawn Smith
Associate Professor of Conducting
Director of Bands
University of North Carolina at Charlotte
shawn.smith@uncc.edu
(704) 687-7894



- I. Why this Clinic?
 - A. Our students spend some 150 hours a year in rehearsal and around 6 hours a year in concerts—how are we using our time?
 - B. Are our students excited about the music or about something non-musical?
 - C. Are we creating lovers of *music* or lovers of *concerts*?

- II. The Problem With Practice
 - A. *Free Play: Improvisation in Life and Art* by Stephen Nachmanovitch
 - a. We often have the idea that we must endure the boredom and struggle of practice now in return for some future reward (rehearsal = boredom; concert = reward)
 - b. If we separate practice from the real thing, neither one of them will be very real
 - c. Practice is not just necessary to art—it IS art

 - B. Rehearsals as *music* making experiences, not *concert* making experiences

III. The Five Tools of Music Making

- A. The Rehearsal Atmosphere
 - a. The rehearsal space
 - 1. Orderly and clean
 - 2. Bright, if possible
 - b. The Conductor's Podium
 - c. Presence and attitude of the teacher/conductor
 - 1. How do you view yourself?
 - 2. How do your students view you?
- B. Artistically potent music
- C. Time
- D. Creative and feeling teacher/conductor
- E. Creative and feeling students

IV. Creating Creative and Feeling Students

- A. Teach students to feel and express emotion through music
- B. Share what it is about the music that makes it important or moving to you
- C. Create mental pictures or seek to recreate emotions associated with the music
- D. Use the theater aspect of music in rehearsal
- E. Turn off the metronome and tuner during rehearsal
- F. Teach students *how* to practice and *how* to rehearse
- G. Treat percussion as a *musical* instrument—follow the percussion part (you may be surprised)
- H. Allow students to interpret at times
- I. Recognize and draw attention to musical moments in rehearsal

V. Conclusion

- A. We must ask our selves what we want for our students.
 - a. Lifelong lovers of music?
 - b. Students who want to continue to play music in college and throughout their life?
 - c. Students who are burnt out and stop making music as soon as high school is over?
- B. As we create meaningful and musical rehearsals, our students will learn to love music for music's sake, and that will make all of the difference in their (and our) musical life!