

"Are You Looking Forward With Enthusiasm to a New Teaching Year?"

presented to
Olympia Music Teacher's Association
by
Jeanine M. Jacobson NCTM, DMA
Sept. 11, 2018

Teachers, parents and students all have a role in successful music study.

Teachers have no control over practice at home.

Standards and expectations must be realistic.

To be treated as professionals, teachers must act like professionals.

- Do you access professional opportunities to upgrade your teaching?
- Do you practice and learn music yourself regularly?
- Do you take piano lessons yourself?
- Do you conduct the business aspects of teaching in a professional manner?
- Do you regularly evaluate the lessons you teach?
- Do you have someone critique your teaching on a regular basis?

Teach to what the individual student needs, rather than teaching to the test.

There are many reasons why a student might not want to practice.

Reasons students might not want to practice

- Don't understand that they are supposed to practice.
- Don't understand they need to practice so they can play the pieces
- Don't understand what it means to practice
- Don't know how to practice or do not have practice strategies
- Don't see any progress

- Don't know how to organize their time and don't know when to practice
- Don't like the pieces (activities)
- Find practice boring
- Don't have appropriate practice strategies
- Feel overwhelmed and give up.
- The material is too challenging
- The material is not challenging enough.
- The material has been assigned for too long a time period
- There is not enough variety to make practice interesting.
- Student may have a different learning style than the way the material is presented
- The practice environment is not conducive to practice.
- Parents may not understand the importance of practice or don't care whether their child practices.
- Parents may not be involved in the practice.
- Don't have time to practice

Pieces must be selected carefully.

- Select pieces that students and parents will love.
- Select easier pieces that will prepare students for more difficult repertoire later.
- Select pieces that are only 20% more challenging and 80% easier.
- Select pieces that are relatively short. One page pieces.
- Teach only pieces for which you know the following: prerequisites, personality (character), pedagogical strengths
- Students should be studying 5 or 6 pieces simultaneously, with each piece at a different level of learning.

Structure lessons carefully

- Prepare lesson plans in advance of the lesson.
- Make lessons proactive with students discovering and experiencing rather than the teacher correcting mistakes.
- Make the lesson full of learning whether the student has practiced or not.
- The primary goal is to make music at every lesson.

Provide a large variety of practice strategies.