

What can I do to improve my playing?

CR10.1

Incorporate, with teacher guidance, constructive criticism, and reflection on personal and group performance.

- (a) Examine own musical expressions, in real time and/or using recording technology, in order to improve through critical self-reflection (e.g., create inquiry questions such as What can I do to get better? How could I change this performance, arrangement or composition?).
- (b) Reflect on the input of others (e.g., peers, teacher, adjudicator).
- (c) Identify main areas of focus for musical growth.
- (d) Explore various solutions to common musical challenges and goals.

How to Use the [Flowchart](#) Which Accompanies This Resource:

This Band 10 curriculum resource for outcome CR10.1 calls on students to reflect on their current personal level of performance or musicianship through the use of a flowchart which focuses on their current level of personal musical skills. The flowchart itself is intended to prompt students to explore various solutions to common musical challenges and goals. It can serve as a tool through which students can identify the main area of focus for further skill development to achieve musical growth. Students should be asked to write a written response, in order to generate SMART goals in order to have ownership of the “next steps” in their musical development. The teacher must determine how formative and summative assessment will enter into the use of this resource.

About the flowchart:

The headings for the flowchart are based on a list of Skill Building Teaching Tips [as presented in a workshop presentation by Bruce Pearson] with consideration for the work of Robert A. Duke on the idea of what constitutes “beautiful” in music [presented at Band Director Professional Development at the University of Saskatchewan].



Personal musical skills: [from “Skill Building Teaching Tips” by Bruce Pearson]

1. **Producing a characteristic tone**
2. **Playing in tune**
3. **Rhythmic accuracy and independence**
4. **Technical facility**
5. *Balance*
6. *Blend*
7. **Dynamic contrast**
8. **Articulation/Style**
9. **Phrasing**
10. *Ensemble playing skills*
11. *Music Reading*

Characteristics of what constitutes beauty from the work of Robert A. Duke:

- Excellent posture/playing position
- Beautiful (characteristic) tone
- Attention to intonation
- Note accuracy
- Rhythmic precision
- Clarity of articulation
- Dynamic variation
- Expressive inflection

Additional Resources for Developing Concept of Beautiful, Characteristic Tone.

Print:

-Listening vs Hearing: Developing Your Students’ Ensemble Skills
By Chris M. Bernotas | February 9, 2017

<https://www.alfred.com/blog/listening-vs-hearing-developing-your-students-ensemble-skills/>

Audio:

-Instrument Tone Production & Fundamentals (Supplemental Online Resources) in Jagow, S (2020). Developing the Complete Band Program, Second Edition. Meredith Music Publications.

[Currently in development:]

-Demonstration recordings of for each instrument using O Canada incorporating considerations from **Table 11: Factors Affecting Tone** (p. 49) in Jagow.