

Developing the Inner Musician: Teaching Band Instruments to Singers and Stringers

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Context

Some music education programs require vocal and strings music education majors to complete brass, woodwind, and percussion methods courses as part of their degree programs. This can present a unique challenge to the instrumental music teacher educator who may have little or no experience teaching such methods to vocal and strings music education majors. How is teaching band methods to this population different from or the same as teaching band methods to band students? What does this population need to know and be able to do and to what degree?

Similarities/Differences

I enjoyed the emphasis on singing and making connections with general music. Teaching brass is very similar to teaching voice—the only difference is the executive skills. All musicians need to be able to keep a steady beat, sing in tune, and use movement regardless of whether they play a band instrument or sing in a chorus.

- Choral Music Education Major

Playing brass is much more than 'button-pushing.' I was struck by the way brass players need to feel their way toward notes they are trying to play. There is a degree of guessing involved when you first start out.

- Choral Music Education Major

I was surprised to see how easily teaching transferred from strings to brass. For brass players to get a good sound, you need more air; for strings players it is using more bow. The concept of using my lips instead of a bow to make sound still boggles my mind sometimes, but other than that, good rhythm, pitch and overall musicianship are the same.

- Strings Music Education Major

It is much more about building chops through playing rather than establishing technique as the first priority in strings. Brass felt easy to pick up and play with a decent sound right way, which I think is the opposite with strings.

- Strings Music Education Major

Playing Experiences

Weekly Playing Exams



Private Lessons with Teaching Assistant



Vernacular Musicianship Project



Peer-Teaching Experiences

Rote Tunes

Be Prepared to Teach:

Let's Practice

- *Always establish tonality (piano or singing) before singing song for the first time.
- Singing**
 - Students move—teachers sing
 - Teacher sings stopping to have students sing resting tone
 - Students audiate tune
 - Students and teacher sing tune
- Playing**
 - Demonstrate in chunks—students echo
 - Play whole tune with students
 - Have students play whole tune without teacher



Apply to Notation

Rote-to-Note Lesson

Mika Genatossio

Method Book