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MusEd 250

## Lesson Project #2

### Lesson #1 – 11/21/08

For this set of lessons I wanted to approach very similar to how I approached the last. I feel that it is important to get a good warm up or pitch echoing, rhythm echoing and common knowledge of the instrument before actually getting to the horn. My subject for this project is Anya DeVoss. Anya has had previous music experience. While in high school she played an intricate role in the choir program by singing many solo's and performing in the top ensemble. Anya has little experience with brass instruments. She played the French Horn for a year in junior high school but soon dropped to peruse other activities.

To start the lesson we did some echo translation. I kept the pitches within the pentatonic scales and mainly focused on do, re, mi. After word, I introduced ta-ka-di-mi to Anya. She had time grasping rhythm system of ta-ka-di-mi but eventually was able to maintain a macro and micro beat and repeat simple duple rhythms. To finish out the lesson I spent most of the time describing the concepts, techniques and rules of playing the trumpet. I described also good embouchure and air techniques/exercises that she could use in the future.

Overall I would say this lesson was a good one. Having a student who knows about tonality and rhythm makes giving the lesson easier as opposed to a student who is starting out in the musical world. I am really glad that I did not get to the horn during this lesson. I feel it is crucial to know everything that is needed before you can have success on your horn.

Lesson #2 – 11/28/08

I wanted to see if time would be an issue in this lesson. I gave Anya my trumpet and book and asked to review what we had done in the first lesson and then explore through the book and see how far she would get. I asked her to practice at the minimum 15 minutes day which I think most beginning band students will be putting in on their horn. We met a week later to see how far she got. Again we did tonality warm ups and rhythm warm ups. If I would continue to teach Anya I would continue to do this for several lessons before moving onto more exercises dealing with the horn. After the warm up we warmed up on the mouthpiece. I demonstrated, using another mouthpiece what techniques could be acceptable and what could not be. Like my first lesson project, Anya had a difficult time keeping the corners of her embouchure in. She would often stretch her embouchure was past an expectable point. We spent several minutes working on this problem. Following the mouthpiece we finally picked up the horn. I asked her to play the first three pitches in the Bb Concert Scale. Anya had good tone for beginner. She had obviously practice getting a good sound out of the horn. Like my first project I taught Anya how to play Mary Had a Little Lamb using the first three pitches. To close the lesson we went through the first couple of pages of the book and introduced the next two notes in the series as well. I also taught Anya how to put away her horn and told her

several techniques she can use to keep her horn in good shape.

This lesson was very productive. I feel giving students more than a couple of days to work out on the horn is much more beneficial than having a lesson every two days or so. Anya progressed very much in the allotted time. Within the second lesson we can already begin to see problems that the player is going to have in the future (i.e. Anya embouchure). Hopefully catching them now will help her progress if she continues to play in the future.

### Summary

I found this project to be very similar to the previous one. I feel the techniques that I use really do help the student advance not only at the horn but their overall knowledge or ear training and rhythmic dictation. Anya was able to pick up concepts after few attempts and would be successful at them. Possibly having a student with previous musical experience may help the lesson go smoother. I feel this may have been the case with Anya. With her previous choral experiences she was very advanced in echo translation but sometimes had difficulty at rhythm dictation. I feel the experiences gained for this lesson project will help me in the future with my students.