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8/26/08  
MusEd 250 – Brass Tech  
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### Reading Log #1

Citation:

Conway, Colleen. Good Rhythm and Intonation from Day One in Beginning Instrumental Music. *Music Educators Journal*; May 2003, Vol. 89 Issue 5, p26, 6p

Summary:

As a music educator you must consider every different child that enters your music room or band room and a different case and take into account their musical background. Many times these will be different and approached separately. Students should acquire several skills when becoming “ready” to play a musical instrument. Two examples of such skills are executive and audial skills. Executive skills are skills that deal with putting the instrument together, fingering for certain pitches and coordination to play that specific instrument. Audial skills deal with tonal aspects of learning an instrument and being able to hear the music or tones inside their head and using the executive skills to perform those skills.

It is important to take teaching a musical instrument to a student in the proper steps. You can not just begin them on notation and expect them to be able to play. They must be able to learn how to sing songs and play by rote before introducing notation. It is also important for your students to be able to find the dominant beat on their own using their own way of finding it whether it be tapping, moving the feet, or any other creation that they come up with. You must continue this process by slowly introducing the idea of

subdivision and how they can develop it. Eventually your students will be able to do rhythmic notation and further their music abilities.

Your students need strong aural skills before they can play their instrument. They must be able to hear the tones and pitches in their head first before they can successfully play their instrument. Having the tonal readiness is key to getting your students to play successfully. Also it is important for you to introduce the idea of tonic so that your students of an understanding of where the resting tone is in songs by rote. While teaching these concepts and skills make sure you assess your students so you know who is grabbing the concepts and who is not.

When it comes for your students to play their “first” note on their instrument they should have the necessary skills needed to play that instrument. The audiological skills and executive skills need to be well in place before they can accurately play their instrument.

By doing these skills and concepts mentioned above you as a music educator will save time in the long run and drastically help your students along the way in becoming great musicians.

Reflection:

I fully think that what Conway introduces in this article is crucial to having your students become excellent and successful players. You need a sturdy foundation before you can introduce ideas and concepts to these students such as notation and rhythmic notation and what Conway mentions in the article is exactly what we need to focus on when teaching beginning instrumental classrooms.