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Lesson Recap (2nd Draft)

Dr. Hicks

MusEd 252

Lesson Project – Lynn Morehouse on Flute

 For a while now I have been giving lessons to students dealing with brass instruments. I teach during the summer at a local high school so as to get my teaching experience started. It is with the experience that I approached the lesson project this semester. I felt somewhat over confident going in to it thinking that it would be no big deal; but when the time came the task at hand became far more difficult to handle than I had thought it would be.

 Since we were given the option of which instrument we could choose to teach on I chose the flute. It to me was the easiest to grasp as a beginning woodwind player after a little bit of practice. Also it was an easy way to introduce instrument assembly and care. I wanted to start at where a beginning student would start and using this instrument was a great way to incorporate that.

 The person I chose for this lesson was Lynn Morehouse. Lynn attended Hamilton Southeastern High School where she played saxophone in the bands. I knew Lynn through the marching band at Ball State and through my roommate. After explaining to Lynn what needed to happen she was very much willing to take part in the lesson. From here I was very excited to start.

 I studied the Dietz book before the lesson started. I found that the outline provided in the book was a great way to start Lynn on the flute. Using the methods from the book would provide an easy way for a beginning flute player like Lynn to grasp the basic concepts that any beginning student would find.

 Overall the lesson went very well I think. I found that approaching it like a brass instrument was not the brightest way to start it though. I had to use my knowledge from class to help get some of the concepts across to her. One, which is difficult for any beginning student, was going from the Bb fingering to the C fingering. We spent a substantial amount of time just rehearsing this one detail. I found Lynn sometimes flustered over the thought of having to change fingerings that quickly and how easily professionals make it look. It was not until the end of the lesson that she was able to understand and get the basic motor skills to start changing from the notes Bb, C and D.

 Something I thought that went really well was how quickly Lynn was able to get a tone on the flute. Using the method of starting out on the head joint really turned out to be successful and provided results that I think a student in an elementary band would find useful. I wanted to make sure we tackled this first before we got into deeper skills such as balancing and fingerings.

 This experience has provided a wealth of knowledge for me to take. I have learned that you can not always rely on your own knowledge at that you sometimes need assistance whether it be from a teacher, peer or method book. You want to make sure that you get the correct information and the correct procedure in place before go to the assessment. I have struggled a lot this semester when it comes to woodwinds. The mentality I used was that of a brass players thinking that woodwinds were not as important as the brass instruments; but I am wrong. The instruments that we have played and studied in this class have made for an excellent experience and taught several lessons that I will soon not forget. These instruments are just as important as any other instrument in the band and must be treated with respect just I would when giving a lesson on any other instrument. This was a positive experience.