



Resilience: Turning Lemons Into Lemonade Productive Lessons When Students Haven't Practiced

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Teachers' Instincts: Gut vs. Plan

When / How to Practice with a student

- Occasional 'unprepared' lesson
- Unsure of assignment - 'holes' in knowledge - ASK questions!
 - Sharing ONE concept that student will be asked to demonstrate – highlighting tape/sticky flags
 - Learning chunk-sections, in reverse order
 - Learn only the first 2 measures & last 2 measures

When NOT to Practice with a student

- Habitual unprepared-ness
- Steady disinterest
- Mental energy depletion: on either student or teacher's part

Skill Building - students demonstrate strengths & areas to improve with manipulative tools

Sight Reading

- **5-note (or less) Melodic Dictation** - Magnetic staff board (using an unprepared but assigned piece)
- Give/ask for starting note - student shows confidence on instant recognition?
- Interval / note recognition reinforcement

Ear Training

- **Triad Modes** - Major / Minor / Diminished / Augmented - Scale Blocks
Ask student to choose chord-key - inquire if they know how to identify notes of Major chord
- Explaining/reinforcing half-steps and which note of the triad shifts

Rhythm Challenge - using Fit-A-Rhythm

- Select tiles for student to place sequentially in time-signature 'grid'
- Play scale in rhythmic pattern, using selected tiles
- Students can tap the pulse, acting as a 'metronome'
- After completion, students play scale pattern in the rhythm pattern shown in any designated key

Sing! (from an assigned-but-unprepared piece) – sight singing > sight reading

- Solfege
- Note Names
- Rhythm counts or 'names'

Resiliency - Teachers, Students, Parents

- Pacing ourselves and managing our expectations
- Learning what 'rewards' resonate with students
- Communicating with parents