Preparing the Student for the Rehearsal
SAA Conference 2014
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The Early Stages

Set the Stage:

Preparation before:

- Be sure your accompanist has the music at least two weeks before the rehearsal
- Be prepared-a rehearsal is not the time to work on rhythms and notes
- Give the accompanist the metronome markings if appropriate

Establish the foundation:

- Know the music with confidence
- Solid listening skills
- Ability to listen and follow cues
- Ease of instrument
- Eye contact

Skills to establish in Book 1:

- Listening to an introduction
- Finding the moments to establish long rhythmic tones
    - A half note is not "just" a long note
    - Practice with the student by playing the remaining beats in the measure
    - Work with the student to be independent in subdividing the beats on their own
    - Be sure they have internalized the beats
    - Reinforce the concept that the long tones have energy and forward motion
    - Challenges of subdividing (external counting) and being aware of the pulse (internal)
- Learning how to breathe
    - The rest is an active moment
    - Breathe in the style of the piece
    - Breathe in tempo of the piece
    - After a fermata or ritard, breathe in the intended tempo
- Leading a ritard
    - Pulse the divided beat
    - Each beat is successively slower
    - Know if the accompaniment leads the ritard

        - Teacher needs to teach the ritard with pulsing divided beats
    - Cueing the end of the piece
        - Gesture matches the style of the piece
        - Communicate with the accompanist how you want the piece/note to end

<u>During the lesson:</u>

- Play the critical parts on your instrument together with the student
    - How their part fits with the accompaniment
    - Play the important voices on your own instrument while the student plays their part
    - Demonstrate when the accompaniment lead the musical idea
    - This is chamber music at it's finest!
- Make sure they know how to breathe and cue
- Rehearse how to pace the ritard
- Try playing the CD accompaniments with the student to make sure they know their entrances

<u>Etiquette:</u>

- Be early!
- Leave you cases outside in the hallway
- Have your instrument set up before you enter the room
- Do a tuning before you enter the room
- Greet the accompanist
- Parents-know the intended tempo of the piece
- Be prepared to tune your instrument in case your accompanist cannot
- Say "thank you"
- If you miss your rehearsal, be sure to pay an appropriate additional fee

<u>Should the teacher attend the rehearsal?</u>

It depends:

- Event
- Venue
- Length of rehearsal time
- Difficulty of the piece

Teachers-please remember a rehearsal is NOT the time to be working on technique. Focus only on what affects the ensemble.

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