



A Dynamite Orchestra through Dynamite High School Rehearsals or Working with HS Students

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1. Why is high school music unique?
 - A. The high school math sequence: algebra, geometry, calculus
 - B. Voting with your feet
 - C. The melting pot of experience and skill levels
 - D. Teaching comprehensive musicianship (this is the last stop)
 - E. The performance based curriculum as experiential learning
2. How does the teacher create motivation?
 - A. Awareness of learning styles
 - B. Intrinsic/extrinsic
 - C. Developing skills
 - D. Valuing individuals (schedules, conflicts, abilities)
 - F. Passionate teaching
 - G. Passionate love of music
 - H. Exploiting group dynamics
 - I. It's a social experience
 - J. The teacher as the source of the experience
3. How do master teachers create a dynamite rehearsal?
 - A. The energy curve
 - B. Connecting with students
 - C. Acting
 - D. Passion
 - E. Leadership
4. To conduct or not conduct, that is the question.
 - A. Conducting from the podium, teaching from the podium, teaching from the floor
 - B. Alternative rehearsal strategies
 - C. Student led learning (full group, chamber group, solo time, sectionals)
5. What is the high school curriculum and how do we include the national standards over four years?
 - A. Full ensemble, chamber music, solo playing
 - B. Technical development
 - C. Aural skills, Improvisation
 - D. Music appreciation, history, theory, composition
6. Does repertoire drive the curriculum or does the curriculum drive the repertoire?
 - A. Quality
 - B. Quantity
 - C. Difficulty
7. How does a dynamite rehearsal affect recruiting?
 - A. Recruit daily
 - B. Recruit intentionally
 - C. High school scheduling (dates, counselors, advocacy-parents, kids, admin., staff)
8. What does a high school year look like?
 - A. Fall, Winter, Spring Concert?
 - B. Theme based concerts – one year, four years.

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