

## **1-on-1 based music education of pupil(s) at an advanced level**

### **The basis for the presentation**

The basis for my presentation will be the course "Education in primary instruments" which I'm attending at RMC. I am to teach a pupil playing the piano as his primary instrument at an advanced level, defined as "...comprehensive and detailed musical and instrumental/vocal skills" and the course are to consist of at least 21 lessons at a duration of 50 minutes.

The course contains two different education and learning processes – the education of the pupil Martin, focusing on his development and the other is my own development as a teacher. The lessons with Martin are continuously monitored and evaluated by my supervisor. These two processes are separated but at the same time inextricably linked. The primary purpose of the course is to develop my skills and qualifications in teaching pupils at an advanced level, but this process is only valid when I as a teacher focus on the development of Martins skills and thereby regard my own development of secondary importance.

### **The basics for a successful course**

I believe that a successful course should include the following areas in the lessons:

***music theory, aural training, rhythmic, improvisation, composition, musical expression and ensemble playing.*** How extensive each area are represented during the course, have to be

determined and/or influenced by the skills of the pupil and the educational goals for him.

Through the course I would like to specifically develop ensemble playing situated in a 1-on-1 based lesson as well as in other contexts. Ensemble playing is in my opinion not only the foundation in contemporary music, but the basic foundation for all music. By using the ensemble playing as a pivotal point in the lessons, I hope to strengthen the connection between the "real life" as a musician and the course.

### **Status quo on the course**

The status quo of the course, is that I have given two lessons to Martin. Before we met, I asked Martin to describe himself as a musician through the following questions:

*How and/or why did you start to play music?*

*What sort of music education have you encountered so far?*

*How do you work with music at the present?*

*What are your goals with playing music?*

*What are your goals with the course we are about to begin?*

*What do you consider your strengths and weaknesses as a musician/pianist*

*Choose 10 albums and/or artists who inspire and/or describes you as an artist!*

The answers were to qualify the planning of the course even before we met and to give me an insight about Martin's background as a musician, his previous music education and an impression of which areas he was motivated to develop. One of the areas he mentioned himself regarded problems with his rhythmical skills or *time* – especially when he was not playing in ensembles/bands. The first lesson was mainly used to map the weaknesses and strengths of Martin and thereby mapping his primary areas to develop. The testing in the first lesson showed that his aural skills were very variable and seemed less than average for someone at his over-all level. In addition the test showed that he could develop the sound of his playing as well as his improvisatory skills.

The course are to contain different approaches/methods in using ensemble playing as a tool to develop Martin's musicianship, his strengths and weaknesses and all the lessons will be videotaped. This enables me to watch any lesson and hereby evaluate the effect of the used methods and discuss the use of them with my supervisor.

#### **Study of practises**

Alongside the course I plan to conduct a minor study of the practice(s) of similar education at RMC by observing a number of lessons given by three different teachers employed at RMC. I would like to study if and how they include the previous mentioned areas, and how they use ensemble playing in their 1-on-1 based lessons. I also plan to interview teachers and students about their experiences of the lessons. I want to use the study to reflect on the three teachers practices compared to my own and thereby qualify the foundation for my own development.

#### **The presentation**

In my presentation I will set out some of the problems regarding traditional 1-on-1 education, compare 1-on-1 education against instrumental education situated in ensemble playing and make suggestions regarding a development of the 1-on-1 education specifically how to develop and strengthen the integration of ensemble playing both as a tool for developing skills in music theory, aural training, rhythmic, improvisation, composition, musical expression and as a goal in it self. As part of my presentation, I would like to show some extracts of the lessons I have already given to Martin. I plan to show some examples of my methods in 1-on-1 education and to discuss them in the context of the education of Martin as well as the instrumental education of any student at a advanced level.