



iteachtrad.com **LizD**

I TEACH TRAD
Professional Development for Irish Traditional Music Teachers

Cruit Éireann | Harp Ireland presents an

**ONLINE COURSE FOR
HARP TEACHERS 2022**

in association with DR LIZ DOHERTY and I TEACH TRAD.



Workshop 3 The Harp Teacher's Toolkit

May 17th, 2022



**Skills, Strategies
& Secret Weapons**



**Resources &
Materials**



Admin



MY Teaching Toolkit



Must have



Should have



Could have



**Skills, Strategies
& Secret Weapons**



Resource Library



Admin

How happy are you with your toolkit as it currently stands?

How fit for purpose is it?

Are there any gaps?

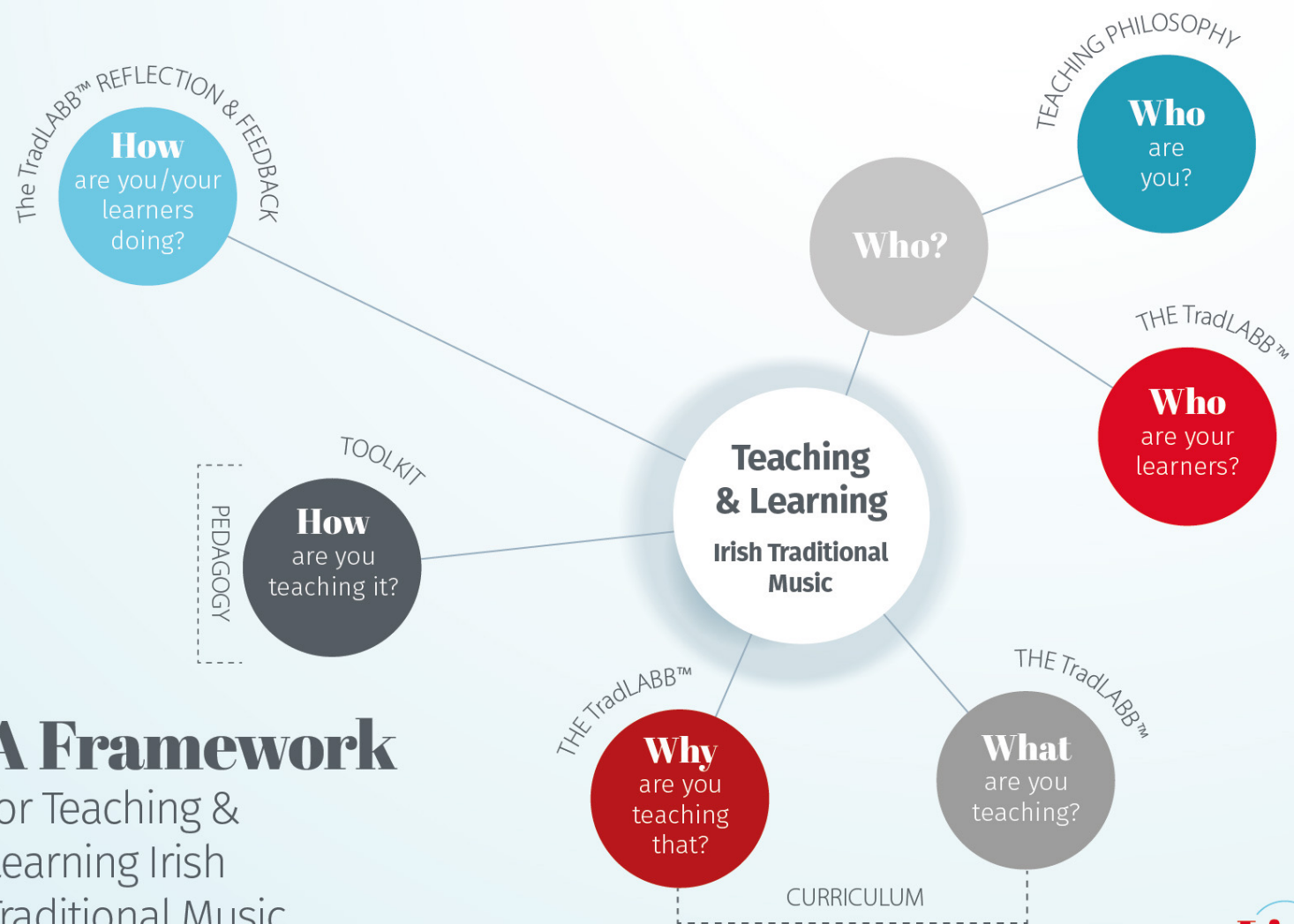


My Teaching Toolkit

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A Framework for Teaching & Learning Irish Traditional Music

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Technology & Digital **Apply**

- Help students understand basic tech & digital requirements for performance
- Create time and opportunities for students to engage with technology and digital tools and resources

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Sessions **Apply**

- Prepare students for participating in sessions
- Encourage appropriate session etiquette among students
- Simulate the session experience in class
- Create opportunities for student to participate in sessions - and reflect on the experience

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Safe Trad **Apply**

- Notice, discuss and affirm the student's posture often
- Observe and discuss posture in other performers
- Include activities to encourage good posture (e.g. warm-ups, stretches, breaks)
- Direct learners to external information and resources

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Goals & Competitions **Apply**

- Use a range of strategies to develop focus, grit, resilience
- Focus on the process as well as the outcome

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Collaboration **Apply**

- Help students learn how to work effectively with others
- Create opportunities for students to work in small/large groups/teams
- Use technology to encourage/support collaboration
- Build in time for peer review and feedback

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Style **Learn**

- Introduce your students to lots of different styles
- Help students to identify, understand and articulate what they understand by style
- Encourage students to consciously and creatively explore their own style
- Encourage individuality, diversity and authenticity

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Learn

To 'LEARN' is about gaining an understanding of the skills involved in playing traditional music, as well as an understanding of how to use them. It involves getting to know what's inside and beyond the tunes themselves, so that you can engage creatively with the music and put your own, individual stamp on it. It involves gaining knowledge and understanding about the tradition and context of

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Repertoire **Learn**

- Use a variety of methods (e.g. by ear, staff notation)
- Encourage students to choose repertoire to learn

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Music Theory **Learn**

- Help students understand the fundamentals of music (e.g. structure, rhythm, scales, harmony etc.)
- Build theory into the learning (rather than building it on, as an extra)
- Introduce a variety of games and exercises to teach and test music theory knowledge
- Direct your students towards resources to support their music theory learning

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Music Literacy **Learn**

- Use a variety of notation formats when teaching repertoire (e.g. numbers, letters, staff) - mix it up!
- Include music literacy activities/games in your lessons
- Encourage learners to notate tunes themselves
- Use a range of resources to support music literacy learning and practice

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Listening **Learn**

- Allow dedicated time for listening to examples
- Encourage deep listening using various methods/strategies (e.g. compare and contrast exercises)

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The TradLABB Course

Teaching & Learning Irish Trad

Plan & Design your Lessons

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Composition & Improv **Learn**

- Create opportunities for composing/improvising in different forms and contexts
- Discuss the process as well as the outcome

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Memorisation & Recall **Learn**

- Use rote learning (i.e. repetition)
- Use games/activities to help students memorise material
- Introduce a range of strategies to support the recall of material
- Create opportunities to recall and revise material often

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Inside the tune **Learn**

- Identify and discuss the various components of a tune/song (e.g. structure, phrasing, ornamentation)
- Encourage students to engage creatively with individual elements inside the tune
- Listen to examples of the creative process in action
- Encourage students to understand and articulate their own creative process

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Context **Learn**

- Provide background information on all material (e.g. tunes, techniques)
- Check contextual knowledge
- Share/seek additional resources (websites, videos, etc.)
- Connect the music to real life experiences (interview an expert)

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The TradLABB™ Design and Plan your Lesson

Who are your learners?

Date: _____

What will I do?

Learn

Apply

Be

Become Why?

How will I do it?

Resources:

Learn

Apply

Be

Become Why?

Resources:

Learn

Apply

Be

Become Why?

Resources:

Learn

Apply

Be

Become Why?

Resources:

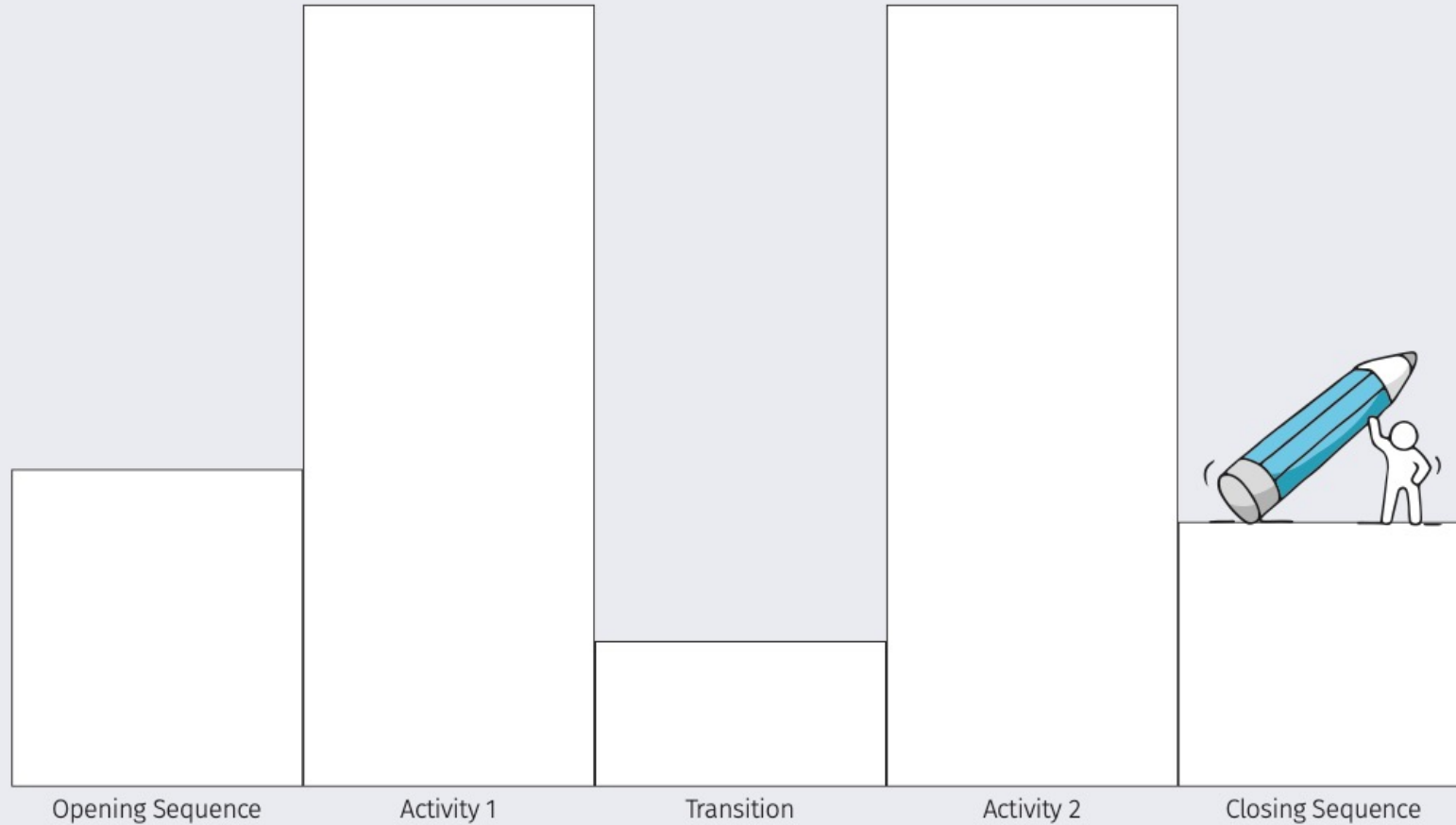


A CHECKLIST FOR YOUR RESOURCE LIBRARY

- ☐ Apps
- ☐ Challenges
- ☐ Chord charts
- ☐ Exercises, scales, drills
- ☐ Games (e.g. quizzes, word searches, fill in the blanks)
- ☐ Instrument basics ('How to play' different instruments)
- ☐ Instrument Tutor books/DVDs/online courses
- ☐ Journals, diaries
- ☐ Links to Online resources (e.g. You Tube recordings, archives, artists' websites etc.)
- ☐ Music text books
- ☐ Playlists
- ☐ Recordings (CDs, Spotify, iTunes etc.)
- ☐ Tune books and collections (e.g. published, curated)
- ☐ Tunes fully annotated (e.g. with bowing, phrasing, ornamentation)
- ☐ Tunes in written notation (ABC, staff, tab)
- ☐ Tunes recorded/videoed (at different tempos)

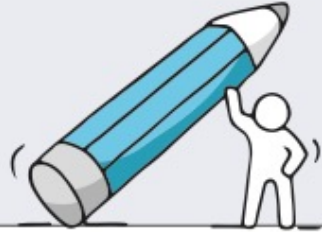
The TradLABB™ Design and Plan your Lessons

Date: _____



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Opening Sequence

Activity 1

Activity 2

Closing Sequence

I Hear – I Think – I Wonder

Be Curious

I HEAR Can you describe what you hear?



I THINK What do you think about it? Why is that? Do you know anything about it? Does it remind you of anything?



I WONDER What questions do you have about it? What do you want to know about it?



Be Curious: I Hear – I Think – I Wonder

Before you start, take time to think about who your students are - and where they are on their learning journey.

What is the topic/concept/theme? Be Curious

Being curious is an important driver for learning – for both teachers and students. Being curious about traditional music helps propel the learning forward; it becomes a voyage of discovery, it supports and encourages the idea of lifelong learning, and it allows us to notice and accept what we don't know 'yet', while striving towards it.

Why is it important?

Encouraging our students to be curious is one way in which we can help them to take ownership of their own journey as traditional musicians. Cultivating a desire to learn, and to understand and experience new things, is a way to equip students for a lifelong connection to music. Resisting the temptation to simply provide all the knowledge and answers (i.e. over-teach), but instead, equip and empower students to discover things for themselves, can be really valuable – both for our students, and for ourselves.

What can you do to help your students with this?

What...

Why...

Be Curious	Be
<input checked="" type="checkbox"/> Ask questions - and encourage your students to ask questions - often	<input type="checkbox"/> Resist the temptation to provide all the answers/ information
<input type="checkbox"/> Provide tools and resources to enable students to continue/build on their class learning at home	<input type="checkbox"/> Promote the power of 'yet'
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This activity is great when you have a new topic or concept you want to introduce to your students. Instead of leading off with an explanation or demonstration (for example, giving the background to a new tune, then playing it, then teaching it), this activity flips it right over to the students. Immediately, they are engaging with the material, connecting it with what they already know, and being curious about it.