

Persevering – Persisting (def: Despite difficulties to see a chosen course of action through)

The greatest barriers to persistence

Lack of clear goals – (inspire)

There must be a light at the end of the tunnel to move toward – no matter how distant. The teacher is the beacon

Not getting on task – (do!)

You can talk about it; you can plan it; but at some stage you have to do it.

Lack of success reinforcement – (motivate)

Little steps should be highlighted focused

Never looking back – (reward)

See where I/we have come from

Methodical approach to education; step wise progressions

Regular review

This fits within the framework of problem solving

Analyse the problem: **Lack of clear goal – (inspire)**

Implement a solution: **Get on task – (do!)**

Measure the outcomes: **Success reinforcement – (motivate)**

Evaluate the solution: **Look back – (reward)**

Establishing the **inspire-do-motivate-reward** cycle in teaching allows for the development of the self motivated, persistent (tenacious!), independent learner

Example

Snare Drum Roll development

Some professionals see this as the single hardest technique to teach. Most fail to see there are two separate issues that require **persistence** on the part of the student **and** teacher:

- 1.) The Concept of a Roll – this is easy – if you can bounce a drum stick you can (**eventually!**) roll
- 2.) The nuts of the situation – to roll 'rhythmically' (i.e. measured rolls) is an **additional** concept to the roll itself

Analyse the problem – inspire

- Rolls require fine motor control and a large amount of kinesthetic information feedback
- The roll has a basic beginning – a bounced, balanced stick
- The roll requires relatively little energy/work input from the player – he/she but learn the role of the 'controller'
- Most students fail (because they are not taught) the rhythmic concept of a measure roll

Implement a solution – do!

- A basic bounced roll exercise (4 crotchets, 4 bounces – one goal – do not change speeds)
- Establish ability to change between bounces and single stroke for crotchets and quaver
- THEN – bounce in semiquavers!
- Student then master the 'daily roll warm-up' – which they persistently do at the start of each lesson and practice session at home

Measure the outcomes – motivate

- Students are given a series of progressive pieces that increase roll complexity
- The simple completion of the roll warm-up task (set as a test – 'so Johnny take me through the roll warm-up') is motivation in itself (an instant correct answer situation) even if it's the same test each time.

Evaluate the solution – reward

- A student within a small amount of time will master the snare roll (dazzling for on-lookers, Sense of self – peers feedback)
- Pieces will 'make sense' given the analytical rhythmic tool used in the teaching of the roll
- The roll technique gives the student the power to analyse without teacher input – independent learning