



Music Ed Insights



Key takeaways from:

Beyond the Concert, Part 1: Teaching for Musical Independence with Scott Jones

Teach Beyond the Concert

- Don't let "prepare pieces A, B, and C for the next performance" become the entire curriculum.
- Design rehearsals to build skills students can use without you: reading, listening, adjusting, problem-solving, and making musical decisions on their own.
- Ask: If students pulled out their instruments at age 45, could they make music without a conductor or ensemble?

Build Transferable Skill "Buckets"

- Focus on broad skills that transfer beyond the current piece:
- Rhythmic independence — steady pulse, accurate patterns, and a rich rhythmic vocabulary.
- Embodied musicianship and reading — feeling time in the body and decoding notation as patterns, not just imitation.
- Intonation and style — hearing and adjusting pitch, and understanding "how we talk around here" in different musical styles.
- Ask: Which of these buckets is strongest in my program? Which one is most neglected?

Normalize Individual Playing Through a Culture of Effort

- Use short, targeted individual playing to inform your teaching, not to shame students.
- Start with low-stakes, no-feedback moments, such as a single tuning note, and celebrate the act of trying.
- Explicitly value effort:
- "I think effort is the most important thing that we have to celebrate in our rehearsal rooms, our classrooms."
- Ask: What's one way I can make individual playing feel routine and safe in my next rehearsal?