



A Three-Phase Model for Effective Teaching and Practice

Dr. Sean McCarther





The Problem

1. “Practice Makes Perfect???”
2. What does it even mean to practice?



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Declarative Learning	Procedural Learning
“Know That” Can be verbalized	“Know How” Must be observed



The Problem

1. “Practice Makes Perfect”
2. What does it even mean to practice?
3. Are my students actually practicing?



Three Phase Model

1. Acquire Discrete Skills
2. Challenge and Generalize Acquired Skills
3. Prepare to Perform



Phase 1: Acquire Discrete Skills

1. Know what to teach
2. Balance challenge vs. skill
3. Feedback and focus



Phase 2: Challenge, Generalize, Automate

1. Blocked practice
2. Variable and random practice

Concept/Skill Variation

Inhalation: 1 minute

Resonance: 1 minute

Articulation: 1 minute

Support: 1 minute

Repeat 3x

Task Variation

Support work

Exercise 1: 1 minute

Exercise 2: 1 minute

Exercise 3: 1 minute

Repertoire 1, bars 16-22: 1 minute

Repertoire 2, page 3, 2 minutes

Repeat sequence focusing on inhalation and then resonance



3. Prepare for Performance

- “Getting in the Zone: Parts I and II.” Sean McCarther, *Journal of Singing*
- *Inner Game of Tennis*. Timothy Gallwey
- *Make it Stick*. Peter C. Brown, Henry L. Roediger III, Mark A. McDaniel
- *The Musician’s Mind*. Lynn Helding



Questions??

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