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Principles of Music Education

Crane Grammars of Schooling

Picture 1:

1. Identify the Grammar of Schooling
 - a. If it is a place, what happens here?

This is where my trumpet studio takes place.

2. Who interacts with this Grammar of Schooling (Please do not provide specific names)?

All the trumpet studio members of Dr. Borden engages in the studio here from 3-3:50 pm every Wednesday.

3. What are the common routines for this example?

Every Wednesday, we follow a schedule of 5 different players performing 3-5 minutes of trumpet literature and then they get feedback for five minutes afterwards from the students who are not playing. Those who want to comment raise their hand.

4. Is this something that provides aid to learning, or does it constrain learning? How so?

It is nice because it has a stage and a lot of seats like Hosmer and Snell theatre, however, it is smaller and less intimidating than those venues. This is supe beneficial for trumpet players to gain experience performing in different venues. Additionally, the performer can see all the faces of their audience members and commenters.

5. Does it promote access or limit access to others?

It promotes access to others as it is a large space that is inclusive for everyone and allows for eye contact for each audience member and performer. It allows for the trumpet studio to grow, and it provides an experience of performing in a hall despite the number of audience members in attendance.

6. If we were to change this, what do you think it would look like (the answer “nothing” is not an answer. Think about how this grammar of schooling could change for the benefit of students)?

I wish that the space allowed for more technology access. While there is equipment provided, I wish it was more accessible to plug in a device to hear a trumpet listening example or if we had a masterclass, we could plug the zoom meeting into the projector. The technology is not user friendly which has led to issues in the past such as watching a zoom masterclass off Dr. Borden’s MacBook.



Picture 2:

7. Identify the Grammar of Schooling
 - b. If it is a place, what happens here?

This is Dr. Borden's office where her private trumpet lessons occur.

8. Who interacts with this Grammar of Schooling (Please do not provide specific names)?

The entire Borden trumpet studio and Dr. Borden interact here.

9. What are the common routines for this example?

This is the location of every private lesson, which begins with breathing exercises and concludes with a Q and A session with Dr. Borden. Dr. Borden always begins the lesson by asking how the student is doing and what they have practiced that past week.

10. Is this something that provides aid to learning, or does it constrain learning? How so?

This office is set up to benefit students. It has warm light and an essential oil diffuser to calm students down. The desk is set up so Dr. Borden is not staring directly at the students and intimidating them. There are lots of trumpet books, equipment, and mutes available for students to benefit the students' performance. Additionally, Dr. B has yoga equipment and motivational posters to aid students with stress relief.

11. Does it promote access or limit access to others?

It promotes access to others as Dr. Borden heavily focuses on the concept of creating a safe space for students to improve their trumpet skills. Dr. Borden goes above and beyond thinking of ways to make her less intimidating and accessible to students when they need guidance.

12. If we were to change this, what do you think it would look like (the answer “nothing” is not an answer. Think about how this grammar of schooling could change for the benefit of students)?

If I were to change Dr. Borden’s setup, I would make the student chair not in the center of the room. I would make the chair closer to Dr. Borden, which would allow for more 1 on 1 learning. Often, I notice Dr. Borden moving her chair over to me so we can sit and work together--I notice this is a more beneficial learning method for me.



Picture 3:

13. Identify the Grammar of Schooling
- c. If it is not a place, what is its function?

This is the instrument setup of the jazz ensemble at Crane. The band is split up into three rows with the rhythm section to the right of the performers.

14. Who interacts with this Grammar of Schooling (Please do not provide specific names)?

All performers and conductors, Dr. Dudley, of the Crane Jazz Ensemble interact with this setup at every concert and rehearsal.

15. What are the common routines for this example?

Every rehearsal and concert, the members of the jazz ensemble must arrive a few minutes early to create this configuration out of the seats in C143 and the concert venue. This ensures that each section stands next to each other, and the principal players are in a straight line.

16. Is this something that provides aid to learning, or does it constrain learning? How so?

It constrains learning as the members' ears are not able to grow to listen across the room to different members as easily as they are constantly surrounded by their section's sound. While it is beneficial to have the principal players in one line, it does not promote group listening as much as certain configurations do.

17. Does it promote access or limit access to others?

It limits access to others as some members hear the rhythm section more than others as they are located to the right of the entire band leaving those on the left hand stranded.

18. If we were to change this, what do you think it would look like (the answer “nothing” is not an answer. Think about how this grammar of schooling could change for the benefit of students)?

I would keep this configuration for concerts; however, I would delegate certain rehearsals where you would change the configuration so the musicians from each section would be spread out. This could be an activity to improve group listening and to help ensure the group can work together to stay on time.

