

## Borden lesson observation 11/17/22

Dr. Borden began the lesson by asking the student for his plan for the lesson. He opted to begin with scales. The first scale was B minor in thirds, in three forms, followed by arpeggios. The student struggled a bit with notes in both. Dr. Borden helped him identify how to go from a major 7 arpeggio to a minor 7 arpeggio. Then the student improvised in B to a recorded rhythm track. It seemed obvious that the student had not practiced this portion of his level B, so they discussed the necessity to do so. They proceeded to a second key, C, which was much easier for the student.

In the next section of the lesson, the student played a concerto that he is preparing for an audition. He was having difficulty playing all the notes in the rapid runs clearly. Dr. Borden encouraged him to think about each individual note so they would all be heard and worked with him on some practice tips. She suggested he parse the runs into more organized sections that might have a better chance at clarity. She also encouraged him to better coordinate his hand and his mouth. Within the discussion, she also explained how to stop a note using the aperture, which helped the student with the staccato notes in the passage. Dr. Borden encouraged him to sound like a cello to make his sound rounder and deeper. The student had questions about a trill; Dr. Borden used a model of the mouth to help explain exactly what happens in the mouth and tongue to make the trill. She also demonstrated and offered further analogies, which seemed to help the student manage the trill much better. Dr. Borden also helped the student with phrasing and dynamics in the piece, including where to breathe and places to bring the level down so the student could move the phrase forward. She was able to easily demonstrate concepts to the student in a clear and concise manner; the student clearly understood her instruction and benefitted from it.

There were within the concerto many places where the student stopped in his performance to retry a run or other difficult spot; it might have been beneficial to mention to the student that doing so during practice might exacerbate the problem, and that a better solution might be to play through, mistakes and all, making a note of things that go wrong so they can be addressed during practice. However, it is possible that all this has been mentioned before and was not necessary to repeat during this lesson.

It was clear in this lesson that Dr. Borden has a good rapport with her student and that she is a knowledgeable, friendly, and accomplished teacher.

Submitted by Shelly Tramposh