

Teacher Name: Chris Dörner

Objective:

- Teach musician posture and how to breathe and blow.
- Teach embouchure WITHOUT the headjoint.
- Instruct how to open the case and safely remove the head joint.
- Instruct embouchure formation with the headjoint to produce a sound.
- Instruct how to articulate notes on the flute headjoint.

Instrument: Flute

(Simon Says)

Sequence of Instruction:

Gathering materials

Students will need the following materials: a Flute case, with a flute

Musician Posture

1. Ask students what they see in a musician when they perform (how/where are they sitting = sitting upright)
2. Have students get seated toward the edge of their chair (backs should not be touching the back of the chair, but they also shouldn't be so far forward they're about to fall off)
3. For Flute students, have them place either their body or their chair at a 45-degree angle to their right. This ensures their sound isn't going directly into their neighbor's ear. (Ensure no student is turning from the hips, which restricts breathing)
4. Reaming seated, have students pretend there is a giant string on the top of their head, and they're being pulled up, but they're anchored to their chair.
5. Have students raise their shoulders, and place them backwards; the shoulders should drop to a natural and relaxed position.
6. Students have established "musician posture"

Breathing

1. Remaining in "musician posture", have students breathe in and out on their own, and try to identify where these actions occur (likely will come from the shoulder, this is shallow breathing, bad)
2. Introduction to the diaphragm: Still in musician posture, have students place one of their hands on their stomach. Instructing them to breathe from their mouth ("from the stomach"), and to keep their shoulders low, and to breathe out from their mouths as well. (When expelling air from the mouth, avoid puffy cheeks)
3. **Call/Echo:** Breathing Gym
 - a. still in musician posture, hand on stomach, @ 60bpm In for 2, out for 4, (try 2 & 6s, maybe 2s & 8s if they're up for a challenge)

Embouchure (w/o Headjoint)

1. Students are still in musician posture, but remove their hands from their stomachs
2. Have students create a "goal post". With their index fingers, place them on the corners of their mouth, and flatten their chins
3. Playing the flute is a lot like cooling off a bowl of hot soup. Have students pretend they have a big bowl of hot soup in front of them (it should form a "P" mouth shape, with a small aperture, still in our goal post)

4. Once students have gotten used to the goal post, have them remove the goal post and place one finger (either hand) in front of them, and pretend they are cooling off now a very tiny bowl of soup (their finger), using breathing gym exercise

Articulation

1. Leaving off at Step 4 in the previous section, introduce articulation with “Too” (Tongue = mantis shrimp analogy)
2. Using the breathing gym exercises, now add simple articulations

Setting Up

1. Students set the flute case flat on the floor in front of them (**not music stands, wobbly tables, uneven or slopped surfaces, and especially not in their laps!**)
2. Have students identify the latches on their case, ensure those latches are facing them, and **not away** from them
3. Have students identify/say the brand logo (may say Yamaha, PeralFlute, ProCase, etc.) on their case, ensuring it is facing the ceiling (Step 1 on ensuring the flute case is facing the right direction)
4. The previously identified latches ensure that they open again towards the ceiling. (Final check for correct orientation of the case)
 - a. **Note: NOT ALL CASES HAVE LATCHES OR VISIBLE LOGOS.** Some flute cases may have a rounded side and flat side, in this case the completely flat side will lay on the floor
5. With the case still flat on the floor, have students pop open the latches and lift the upper part of the case away from them (revealing the parts of the flute inside the case)
6. Identify **ONLY** the headjoint, take it out of the case (students too)

Embouchure (w/ Headjoint)

1. Identify/grab the headjoint
2. Identify the embouchure hole. This tiny little hole is the direction most of our air is going towards
3. With a student’s left hand gripping the closed end of the flute, and their right hand gripping the open end, have students place the headjoint on the mouth (embouchure on the lips), and roll the headjoint out, away from the student, and then students will cover the open end with their right hand upright.
 - a. **GENERALLY**, for most students, the part of the bottom lip where the lip ends/chins meet will hang just slightly above the embouchure hole, but this is a ballpark; individual students will vary based on how much or little of the lower lip “hangs”.
4. With the Headjoint in this position, have students pretend there is a tiny bowl of hot soup in front of them (keeping their firm corners (imaginary goal post), and using the “P” shape) [Exploring sound]
 - a. Airstream for the flute should mostly be blowing over the embouchure hole/onto the lip plate
5. Breathing Gym exercises, on “Too”