Table 2.4 - Selected Practice Strategies \& Definitions

| Strategy | Definition |
| :---: | :---: |
| Chaining/adding on | Play a small passage (e.g., 2 counts or 1 measure). Repeat, increasing the duration of the passage incrementally-one small bit at a time. |
| Chunking | Play a passage (e.g., 1 measure up to a partial or full phrase). <br> Repeat. Move on to the next passage of similar or identical length. Repeat. Combine the two passages into a larger chunk. Repeat. |
| Clapping/tapping/patting | Use some type of tactile/audible body movement to rehearse rhythm separate from playing. |
| Counting rhythms | Use verbal, numeric, or syllable system to rehearse rhythm separate from playing. |
| Fingers with air | Without buzzing or blowing forcefully enough to engage the reed, blow air through the instrument while moving through the fingerings of the written notes. |
| Play rhythm on a single pitch | Play the rhythm of a selected passage on one pitch. |
| Pizzicato | Play the left-hand portion of a passage as written, removing the bow and plucking instead |
| Repetition | Play a single passage more than once. |
| Silent fingering | Without air or bow, moving through the fingerings of the written notes. |
| Sizzle | Place tip of tongue behind teeth, making a valve that starts/stops air. Airflow creates an audible "sss" sound. Typically used for rhythmic practice. |
| Use of fingering chart | Consult a printed or online resource that includes instrument fingerings. |
| Use of metronome | Employ metronome to keep visual or audible beat/subdivision. |
| Use of tuner | Employ a device or app for the purpose of checking or verifying pitch. |
| Varying articulation | Alter performed articulation (e.g., breaking slurs in a slurred passage or adding slurs to an articulated passage). |
| Varying tempo | Play slower and/or faster than marked-most often starting slower and gradually increasing tempo as mastery is attained. |
| Whole-part-whole | Within a single piece, movement, or phrase, play from beginning to end, play smaller section(s) that present challenge, play from beginning to end again to recontextualize the challenge. |
| Write fingerings or note names | Annotate music, adding note names, sharp or flat symbols, finger names, numbers, etc. |

