



Directed Exploration

Directed Exploration is used when the teacher has information to offer to the students, a topic to teach. This is the area of teaching how things work from physical structure to how vowels are formed.

These explorations can be used in group settings to teach curriculum or in an individual setting when someone has a misconception that needs an 'information update'.

Learning happens through the "order of discovery". (Mortimer Adler)

The purpose of setting up a DISCOVERY process is so that student gains experiential knowledge and can access their own criteria for making choices. It is a process that develops a student's inner-compass, the root of artistic choice. Students learn to learn independently.

STEPS (As guideline not rule)

1. A. Information for you: What do I want my student's to understand about their amazing system and how it works. This is the principle about the system that underlies your lesson. It could be about stature, coordination, voice, learning. It is the take away.
B. For students: Tell them the topic area and why it might be useful to them, ie: "We are going to look at something that can make singing easier for you."
 2. A. Set up a COMPARATIVE ACTIVITY/CONTRAST MOMENT to demonstrate the principle.
 - a. Old paradigm action.
 - b. New paradigm action.B. Debrief
 - a. Were you able to do the 2 different activities? If so to what degree?
 - b. Did you notice any differences between the 2 activities?
 - c. If so describe some of the differences? If not, do it again.
 - d. Do CLARIFYING activity depending on what you heard from the students.
3. SIGNIFICANCE

a. What does your experience show you about how _____ works?

SUMMARIZE SIGNIFICANCE of the activity. This can be a clear statement of the principle demonstrated by the activity, the same as 1 A. Use students' responses to show the significance.

4. The TAKE AWAY...ask what they can do to experiment with what we just did to see if this is true for them. (AUTONOMY)



Setting up Coordinating Pre-sprung Elastic Suspension System Explorations

New Paradigms demand New Strategies or new pedagogical approaches.

The Coordinating Pre-sprung Elastic Suspension System is a different paradigm than postural, alignment, or good-use paradigm. Moving from one model to another often demands new language. Below is a rough chart to give you some information to begin exploring how to teach from The Coordinating Elastic Suspension System perspective.

Step 1B from above is naming the topic or subject you are in. This can be challenging when a concept is new. What do I say if not posture or alignment?

Even just this first sentence to say “Today we are going to explore _____” can stump people when the old framework was “Today we are going to explore posture or alignment.” Here are a few alternative suggestions to finish the topic sentence that starts: “Today we are going to explore:

- Your structure or architecture
- What is useful to understand about yourself to sing easily
- Your elastic suspension system

Step 1A is being clear for yourself of your purpose. Is your purpose to get everyone in the “right” or “good” position to sing? (Remember right or good for whom? By what criteria?) Which puts you in charge of another’s body – Not the Coordinating Pre-sprung Elastic Suspension System model. Or is it to set up a situation so your students can learn about how they work and have the information they need to choose for themselves how they want to be in the world. (Empowering them. Developing their own criteria from which to assess – they become cooperative collaborators rather than obedient collaborators).