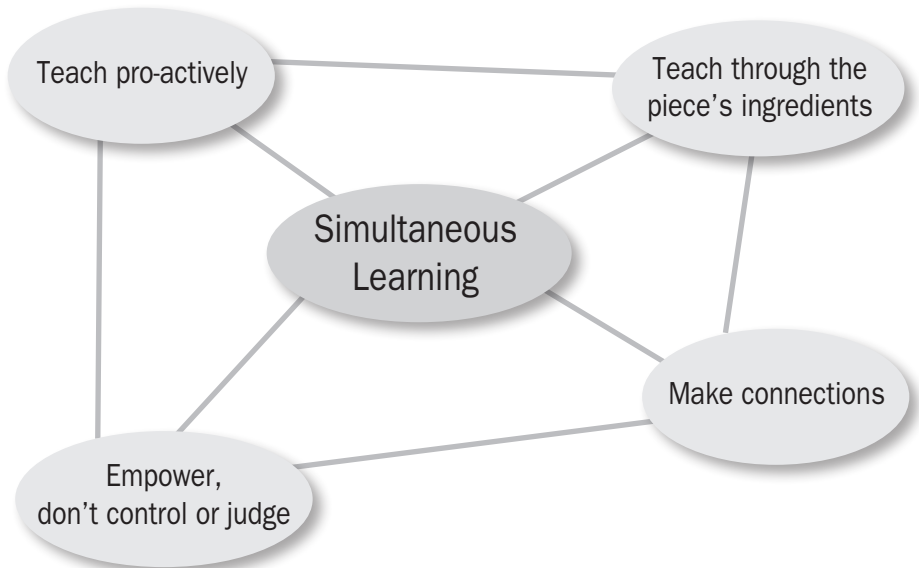


**'I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.'**

Maya Angelou

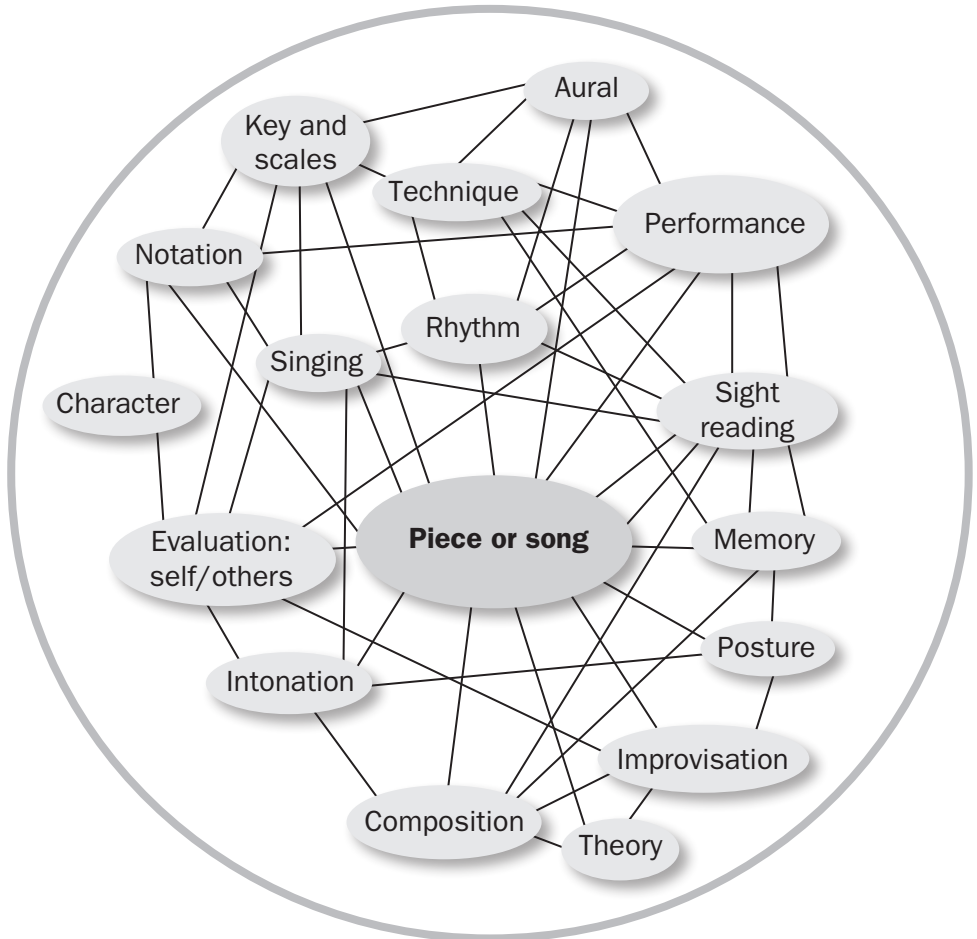
### **The essence of Simultaneous Learning**



## The Simultaneous Learning Map

The Simultaneous Learning Map is a graphic representation of what we as musicians and teachers instinctively know. The map depicts the various areas of music and the fact that they all connect.<sup>17</sup> Most teachers and pupils alike will wish the teaching to be based around pieces or songs, so they are placed in the centre:

17 This representation is not entirely accurate as in fact *all* the areas connect.



Just how we move around the map will be determined by a combination of teacher experience, how the pupil is responding and how the lesson is unfolding. And the beauty of Simultaneous Learning and its map is that there are infinite possibilities. Teachers can make the process their own.

## Learning Journeys

The two segments of those two lessons that we dropped in on in chapter 2 are what I call *Learning Journeys*. The number of Learning Journeys in any one lesson will depend on how long each journey lasts and its content. Sometimes there may be just one Learning Journey in a lesson, sometimes we might be able to make perhaps three or four.

# 11

## A new future

### **The Simultaneous Learning learner**

Jack enjoys his scales. From playing his first scale onwards, they have always been relevant as building blocks of the pieces he plays. His teacher has created amazing sound pictures in every key (they live in his teacher's laptop and are really just timeless arpeggios recorded on music software using harp and percussion sounds). They usually form the background to any scale work in the lessons, and make scales sound terrific. Jack makes up imaginative narratives to accompany the ascent and descent of his scales. He imagines different types of bridges to help him remember the various intervals in different types of minor scales. Different scales have different colours or sometimes different smells. Jack enjoys scales.

Olivia hates her scales. She has lost countless scale books and all those bits of paper on which her teacher scribbles out the scales. She virtually never practises them. When she does play them, she continually forgets them and makes mistakes. And she only plays them when there is an exam looming. Olivia really hates scales.

Who would you prefer to teach?

But the fact is – the contrasting places in which Jack and Olivia find themselves are not of their making.

I often hear sad and frustrated stories from teachers about how their pupils don't work or practise enough, lose their music (especially those scale books) and cause them (the teachers) varying degrees of headache.

When we are happy, we learn and we want to learn. When our imaginations are engaged in things that interest us, we take our time. We immerse ourselves in the learning. When we are on a journey to a place we want to get to, we make every effort to get there, to get there safely and to understand our destination.

Simultaneous Learning is all about making that journey a relevant, enjoyable and positive one. Jack is on that journey ... Olivia is not.

In my experience, many teachers live in frustration. There seem to be two main reasons for this (there are other reasons of course, but these seem to be most associated with creating negativity):

- They employ the 'reacting to mistakes' style of teaching, and they enter pupils for untimely and inappropriate exams.
- If pupils continually lose their scale books, or the notebook in which their scales have been written out (probably with a certain degree of negative energy, irritation and impatience), they are telling us something – and we need to listen.