



Getting Started with CMP

Short-Range Challenges

1. Start with applying the model to just one piece per concert
2. Prepare one less piece per concert. The audience won't mind and you'll have more time to teach comprehensively.
3. Plan warm-ups that relate to your CMP outcome.
4. Instead of by title, have the students take out the music by rhythm patterns in the music, by composer, by biographical information, by genre, by era, etc.
5. Take one piece and write down on a 3x5 card three ideas that you want to teach from this music. Tape the card to your desk or piano for reference. It's not a full teaching plan, but will serve as a daily reminder of outcomes that you want to teach.

Long-Range Challenges

1. Attend or sponsor a CMP in-service or workshop in your district. Contact CMP personnel at <http://www.wmea.com/CMP/>
2. Involve your concert audience in the learning process
3. Consider the number of performances you do in a year and possibly eliminate one program. This will open up more time in your rehearsals for comprehensive learning.
4. Start to "think in CMP"—let the process (the rehearsal) become as important as the product (concert). Start to see opportunities for comprehensive learning throughout the rehearsal—planned and unplanned.
5. Apply the CMP process to every piece you and your students are learning.