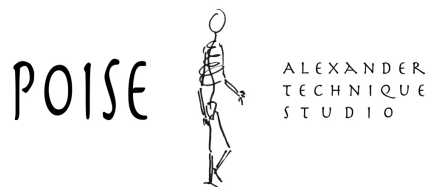




## VMTA Workshop 27 May 2018 - Notes for attendees

- Aim of workshop:
  - To have a better understanding of Alexander Technique,
  - To experience making a positive change,
  - To have something to practice at the instrument.
- Alexander Technique requires the pupil to take an active role in the process.
- The workshop experience of Alexander Technique is different to private lessons.
- There is something important about the head and torso relationship. It affects how the whole body works. We can scrunch up, or un-scrunch consciously to change our overall quality.
- Un-scrunching helps deal with panic. Un-scrunching opens possibility for choice over habit.
- We can make a qualitative change whilst keeping a form (eg body shape, position in space or instrumental technique).
- We can change the quality of action just by thinking differently.
- it's nicer to be expansive than to be scrunched.
- *Inhibition* is a moment asking not to do.
- *Direction* is an intention or invitation, which has no direct voluntary muscle initiation.
- Direction and Inhibition combine with *Observation* to form a trio fundamental to Alexander Technique practice, which function in the present moment.
- Observation is spontaneous (arising without intent), or volitional (intentionally 'tuning in'). We can be smart about how we respond to our observations.
- We may become desensitised to habits, and not notice them readily.
- Pairing an intention for coordination and an intention for action establish a poise appropriate to the task at hand.
- Action can be coordinated around a 'leading edge' of movement.
- Anatomical landmarks include: sit bones (seat), feet (floor), hip joints, head on spine.



- The way you use yourself affects your comfort and performance - if there is discomfort or an interference with optimal performance, there may be something you are doing which is contributing.
- You can change the way you use yourself.
- 'Relaxation' might contradict the animation required for music making - it may be more accurate to say we want a balance of tone appropriate to the task.
- Sometimes what it feels like, and what it looks like is different.
- Our habits may feel 'normal', and what is 'natural' could feel unfamiliar.
- Alexander Technique works from the general to the specific.
- The 'use of the self' encompasses a psycho-physicality of the way in which you do things.
- The best thing a teacher can do for students, is to be a good role model.
- Be mindful of the whole body in watching your student.
- Notice the effect language has and refine instructions to match the individual and the moment.
- Performance anxiety may be addressed indirectly. Alexander Technique can improve one's functionality and reliability, thereby increasing confidence in performance.

More resources are available at: [www.poisealexandertechnique.com.au](http://www.poisealexandertechnique.com.au) including:

- PDF copy of these notes (under 'resources' menu).
- A list of recommended reading. (under 'resources' menu).
- Articles which discuss in detail the concepts and processes summarised above. ('blog' menu).
- Details on private sessions and other workshops.

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