

# Applying A Clean Approach To Traditional Imagery-Based Pedagogy

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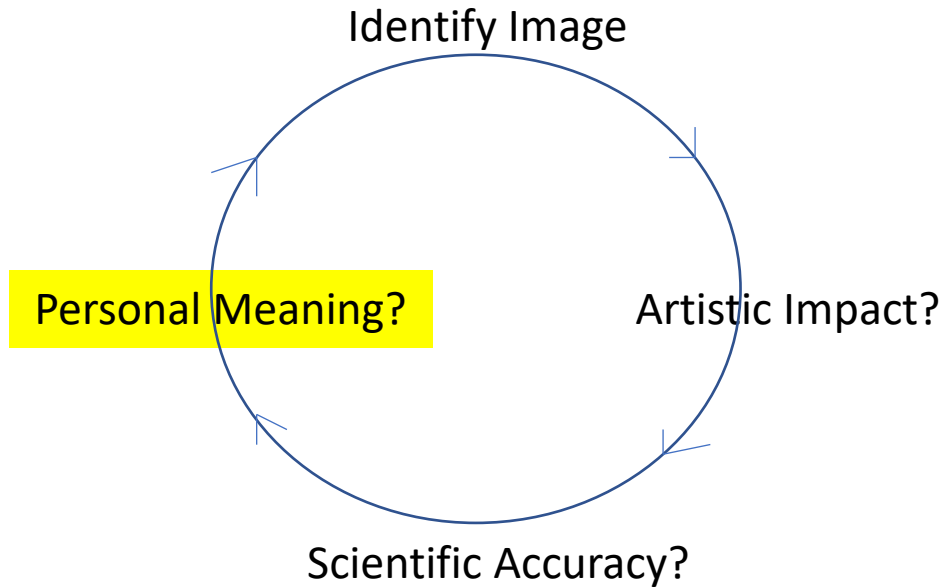
# The Imagery Debate

- Science vs Artistry: A False Dichotomy
- Scientist and Practitioner Communication
- Shared Language and Understanding
- Reflective Tools (Lens Theory)

# The Value of Imagery

- Enhancing technical and artistic proficiency (Latukefu and Verenikinia, 2001; Chen, 2007)
- Organising information synchronously to improve processing speeds (Paivio, 1971)
- Engages new neural structures and pathways (Kosslyn et al, 2001)
- Personalises learning based on experience (Gardner, 1991)

# Lens Theory Of Imagination



Brown, (2021) Imagery and Science in Singing Pedagogy:  
Redefining Imagination – A First Step to Resolving the Debate

# Personalised Imagery

Variety

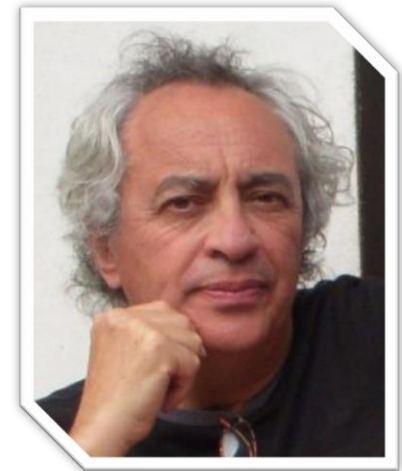
Dialogue

Relationships

Autonomy

# Personalising Imagery: Clean Language Coaching

- Facilitation
- Exploration
- Embodiment
- Person-centred



Wilson, (2017) The Life and Work of David Grove

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# Clean Language Coaching: Challenging Current Epistemology

- Deconstruction of traditional hierarchies
- Valuing experience and self-perception
- Reimagining of teacher-student relationships
- Co-construction of learning

# Clean Language Coaching: Core Components

- Clean Start – how you use the space you work in; letting the client choose and be in control
- The Core Clean Questions
- Reflecting Back (Parrot Phrasing exact words of the client)
- Tone and Pace when asking questions (mirroring the clients vocal and gestural expressions)

Tompkins and Lawley (2000) Symbolic Modelling

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# Clean Language Coaching: Core Components

- Syntax (using the questions in their exact form; recognising the importance of “*and*” as an inviting, non-judgmental and respectful way of moving thinking on)
- Intuition (being guided by your experience as a practitioner for determining the client’s needs and stages in the process)

Tompkins and Lawley (2000) Symbolic Modelling

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## Developing Questions

“And is there anything else about [clients words]?”

“And what kind of [client’s words]?”

“And that’s [client’s words] like what?”

“And where is [client’s words]?”

“And whereabouts [client’s words]?”

# Clean Language Coaching: The Core Questions

Tompkins and Lawley (2000) Symbolic Modelling

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## Moving Time Questions

“And then what happens?”

“And what happens next?”

“And what happens just before  
[client’s words]”

“And where could [client’s words]  
come from?”

# Clean Language Coaching: The Core Questions

Tompkins and Lawley (2000) Symbolic Modelling

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# Clean Language Coaching: The Five-Stage Process

1. Entering the symbolic domain
2. Developing the metaphor landscape
3. Modelling symbolic patterns
4. Encouraging the conditions for change
5. Maturing the evolved landscape

Tompkins and Lawley (2000) Symbolic Modelling

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# Clean Language Coaching: Implications for Imagery in Singing Pedagogy

- Increased autonomy and self-awareness
- Integrates mental processes and embodiment
- Synthesises artistry and science
- Avoids faulty or confused imagery
- Sets goals and targets
- Facilitates deep, meaningful learning and change

“And is there anything else about  
Clean Language imagery in  
singing pedagogy?”

## Selected Introductory Reading

- Brown, J. (2021) “Imagery And Science In Singing Pedagogy: Redefining Imagination – A First Step To Resolving The Debate”. *Voice and Speech Review Online*. doi:10.1080/23268263.2021.1999584.
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## Selected Introductory Reading

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