**PRACTICING GUIDE**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Homeroom Teacher:\_\_\_\_\_\_\_\_\_\_\_ Date: ­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This sheet is designed to help you establish a healthy practice routine. Fill it in over four of your practice sessions, grade yourself on the rubric and have a parent/guardian sign it before turning it in.

Filling in this sheet as you practice is part of meeting the following outcomes:

* 2.3 demonstrate responsibility in music making by preparing to fill your role in the group.
* 6.1: independently overcome challenges encountered in the music you are preparing
* 6.2: respond to the music you create and describe ways to improve it using appropriate terminology

Tip: For busy middle school students the best routine is to practice every day for at least 15 minutes, or approximately 4 times per week (30-45 minutes each time).

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| **Steps** | **Notes For Practice Session #1**  Date:  Time Started:  Time Finished: | **Notes For Practice Session #2**  Date:  Time Started:  Time Finished: |
| 1. 1. Set Small Goals. (be specific by using “important terms”) | 1.  2.  3. | 1.  2.  3. |
| 1. 2. Warm up: get your muscles and brain ready with buzzes, long tones, scales, and sight reading. | * I played long tones on these notes: * I played my full Bb Concert scale * I played exercise # \_\_\_\_\_\_\_\_\_out of my book | * I played long tones on these notes: * I played my full Bb Concert scale * I played exercise # \_\_\_\_\_\_\_\_\_out of my book |
| 3. Practice goals until you can’t get them wrong. Be picky, the details are important! | I used these strategies: | I used these strategies: |
| 4. Play something just for fun: something you can play well or something you’ve heard and would like to be able to play. | I Played: | I Played: |
| 5. Reflect | What went well?  What were your biggest challenges? | What went well?  What were your biggest challenges? |
| 6. Set goals for next time | 1.  2.  3. | 1.  2.  3. |

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| **Steps** | **Notes For Practice Session #3**  Date:  Time Started:  Time Finished: | **Notes For Practice Session #4**  Date:  Time Started:  Time Finished: |
| 1. 1. Set Small Goals. (be specific by using “important terms”) | 1.  2.  3. | 1.  2.  3. |
| 1. 2. Warm up: get your muscles and brain ready with buzzes, long tones, scales, and sight reading. | * I played long tones on these notes: * I played my full Bb Concert scale * I played exercise # \_\_\_\_\_\_\_\_\_out of my book | * I played long tones on these notes: * I played my full Bb Concert scale * I played exercise # \_\_\_\_\_\_\_\_\_out of my book |
| 3. Practice goals until you can’t get them wrong. Be picky, the details are important! | I used these strategies: | I used these strategies: |
| 4. Play something just for fun: something you can play well or something you’ve heard and would like to be able to play. | I Played: | I Played: |
| 5. Reflect | What went well?  What were your biggest challenges? | What went well?  What were your biggest challenges? |
| 6. Set goals for next time | 1.  2.  3. | 1.  2.  3. |

**Rubric**

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| --- | --- | --- | --- | --- | --- |
| Outcome | 1  Not yet | 2  Getting There | 3  Met | 4  Exemplary | My Grade |
| 2.3 demonstrate responsibility in music making by preparing to fill your role in the group. | I rarely practiced and did not develop my ability to fill my role in the group. I grew very little in my ability to read and perform. | I sometimes practiced and developed some ability to fill my role. My ability to read and perform improved a bit. | I practiced on a regular basis and was usually able to fill my role in the group. I developed my ability to read and perform music. | I practiced on a regular basis, and successfully filled my role in the group. I developed my ability to read and expressively perform music. |  |
| 6.1: independently overcome challenges encountered in the music you are preparing | I overcame few challenges that I faced and struggle to perform with attention to detail. | I overcame some challenges that I faced. I have had some success performing the music I practiced with attention to detail. | I used some strategies to overcome most challenges I faced. I can consistently perform the music I practiced with attention to detail. | I used a variety of strategies to overcome all of the challenges I faced. I can consistently perform these parts with great attention to expression and detail. |  |
| 6.2: respond to the music you create and describe ways to improve it using appropriate terminology | My goals and reflections do not show that I am listening and thinking about my playing. I do not use examples or musical terminology to explain. | My goals and reflections show that I sometimes listen and think about my playing. I need more examples and appropriate terminology to explain. | My goals and reflections show that I am listening and thinking about my playing. I use examples and musical terminology to explain. | My reflections clearly show that I am listening and thinking about my playing. I use specific examples and musical terminology to explain. I could teach a class on how to listen and reflect! |  |