**Weekly Practice (5 points)**

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**Detailed Practice Session**

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| --- | --- | --- |
| **Session Date** | **Session Start Time** | **Session End Time** |
|  |  |  |

**Fundamentals (1 point)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Concept** | **✓** | **Specific Application** | **Time** |
| Breathing Exercises |  |  |  |
| Long Tones |  |  |  |
| Lip Flexibility |  |  |  |
| Range Exercises |  |  |  |
| Rudiments |  |  |  |
| Scales |  |  |  |
| Articulation Exercises |  |  |  |
|  |  |  |  |

**Method Book: Superior Bands in 16 Weeks (1 point)**

|  |  |
| --- | --- |
| Exercise |  |
| Measures |  |
| Goal/Focus |  |
| Strategies |  |
| Time |  |

**Concert Literature (1 point)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Concert Band ( )** | | **Jazz Ensemble ( )** | **Pit Orchestra ( )** |
| Title |  | | |
| Measures |  | | |
| Goal/Focus |  | | |
| Strategies |  | | |
| Time |  | | |

**Goal Setting/Reflection (2 points)**

|  |
| --- |
| Evaluate today’s practice session. Did you complete all of your goals? Do you need to revise your goals to make them achievable? How do you feel about the balance of time between your three areas of practice? Do you need to make adjustments? |
| Which strategies were most effective during this practice session? |

|  |
| --- |
| Based on today’s practice session, set some goals for your next practice session. |

**Weekly Practice (5 points)**

|  |  |  |  |  |  |  |
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**Detailed Practice Session**

|  |  |  |
| --- | --- | --- |
| **Session Date** | **Session Start Time** | **Session End Time** |
|  |  |  |

**Fundamentals (1 point)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Concept** | **✓** | **Specific Application** | **Time** |
| Bow Exercises |  |  |  |
| Long Open Strings |  |  |  |
| String Crossing |  |  |  |
| Articulation Exercises |  |  |  |
| Scales |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Method Book: Essential Technique for Strings (1 point)**

|  |  |
| --- | --- |
| Exercise |  |
| Measures |  |
| Goal/Focus |  |
| Strategies |  |
| Time |  |

**Concert Literature (1 point)**

|  |  |  |
| --- | --- | --- |
| **String Orchestra ( )** | | **Pit Orchestra ( )** |
| Title |  | |
| Measures |  | |
| Goal/Focus |  | |
| Strategies |  | |
| Time |  | |

**Goal Setting/Reflection (2 points)**

|  |
| --- |
| Evaluate today’s practice session. Did you complete all of your goals? Do you need to revise your goals to make them achievable? How do you feel about the balance of time between your three areas of practice? Do you need to make adjustments? |
| Which strategies were most effective during this practice session? |

|  |
| --- |
| Based on today’s practice session, set some goals for your next practice session. |

**Directions**

**1. Weekly Practice:** Place a check in the appropriate box for each day you had a focused practice session of at least 40 minutes. Practice charts are due each Friday. The practice week begins Friday and runs through the following Thursday evening. Record the date and start/stop time.

**2. Detailed Practice Session:** Complete the bottom section of the practice chart during **one practice session each week.** Select a practice session where you completed your goals in all three practice areas (fundamentals, Superior Bands in Sixteen Weeks/Essential Technique for Strings, concert literature).

Place a check mark in the box next to each exercise you complete. You do not need to do all of them during every practice session. Fill in the specifics about the exercise (e.g. Long Tones- up Bb Concert Major Scale, one octave, 10 second crescendo and 10 second diminuendo for each note/pitch). Record approximately how much time it takes to complete each exercise.

Method Book:All players should be working on building technical skills specific to their instrument, using the method book **Superior Bands in Sixteen Weeks**  for Band or **Essential Technique for Strings** for Orchestra. Record the specific information for that day’s practice including a clearly stated and measurable goal (e.g. perform measures 3-7 at a quarter note = 100, three times with perfect rhythm and articulation).

Concert Literature:Check the appropriate box for the kind of literature you are practicing. Complete the specific information.

Goal Setting/Reflection:Spend a few thoughtful moments analyzing your goals and approach to today’s session. Be specific. Use your evaluation to create a set of measurable goals for your next practice session.

**Practice Strategies**

Here are some strategies you might want to try. Other band/orchestra members or private teachers might have additional ideas.

|  |  |  |
| --- | --- | --- |
| Clap and count | Finger and say | Simplify the rhythm |
| One note/pitch at a time | Play the rhythm on one pitch | Slow it down |
| Use a metronome | Three times correctly | Say articulation syllables |
| Pattern recognition | Small Bites | Work back from end |
| Isolate one aspect | Chunking | Build from the middle |

**Practice Scoring (10 points possible)**

There are 5 points possible for each section (Daily Practice and Detailed Practice Session).

You must complete both sections to receive credit.

1. **Weekly Practice** – 1 point for each day of focused practice of 40 minutes or more (up to 5 points)

2. **Detailed Practice Session** –a complete detailed account of your practice session including specific, measurable goals, use of effective practice strategies and thoughtful goal setting/reflection. You can earn one point for fundamentals, one point for the method book, one point for concert literature and two points for goal setting/reflection.

\_\_\_\_\_\_\_ Points Earned **÷** 10 possible points x 100 = \_\_\_\_\_\_\_\_\_\_ Grade

Weekly Practice (5 points): \_\_\_\_\_\_\_

Fundamentals (1 point): \_\_\_\_\_\_\_

Method Book (1 Point): \_\_\_\_\_\_\_

Concert Literature (1 point): \_\_\_\_\_\_\_

Goal Setting Reflection (2 points): \_\_\_\_\_\_\_

\_\_\_\_\_\_\_Points Earned ÷ 10 possible points x 100 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade

**Weekly Practice: Can you….**

□ Practice 5 or more days?

**Fundamentals: Can you….**

□ Practice 3 or more fundamental skill exercises next time?

□ Provide specific explanations of how you practiced the fundamental skill exercises?

□ Develop your own fundamental skill exercise next time?

**Method Book: Can you….**

□ List 3 or more specific goals/focus?

□ Provide specific explanations of your goals/focus?

□ List 3 or more strategies next time (e.g. see back of practice sheet)?

**Concert Literature: Can you….**

□ List 3 or more specific goals/focus?

□ Provide specific explanations of your goals/focus?

□ List 3 or more strategies next time (e.g. see back of practice sheet)?

**Goal Setting/Reflection: Can you answer the following questions and be specific:**

□ What improved as you practiced?

□ What difficulties did you encounter?

□ What skills or problems need to be addressed next time?

□ What will you practice next time?

**Weekly Practice: Good Work, you….**

□ Practice 5 or more days.

**Fundamentals: Good Work, you….**

□ Practice 3 or more fundamental skill exercises.

□ Provided specific explanations of how you practiced the fundamental skill exercises.

□ Developed your own fundamental skill exercise.

**Method Book: Good Work, you….**

□ Practiced 3 or more specific goals/focus?

□ Provided specific explanation of your goals/focus?

□ Listed 3 or more strategies.

**Concert Literature: Good Work, you….**

□ Practiced 3 or more specific goals/focus?

□ Provided specific explanations of your goals/focus?

□ Listed 3 or more strategies.

**Goal Setting/Reflection: Good Work, you….**

□ Explained what improved as you practiced.

□ Explained what difficulties you encountered

□ Explained what skills or problems need to be addressed next.

□ Explained what you will practice next time.

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6-7th Grade Band/Orchestra (10 points possible)

**Weekly Practice (5 points)**

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**Practice Session**

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| **Session Date** | **Session Start Time** | **Session End Time** |
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Practice Goals\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Musicians Posture: Are you….**

Yes No

□ □ Sitting on the front edge of your chair?

□ □ Placing your feet under or behind your knees?

□ □ Sitting upright?

**Tone/Pitch: Are you….**

Yes No

□ □ Making a resonant sound (strong) sound?

□ □ Making a clear sound?

**Tone/Pitch: Can you….**

□ □ Say the letter names for each note/pitch?

□ □ Put down the correct finger(s) for each note/pitch?

□ □ Produce each pitch consistently?

**Rhythm: Can you….**

Yes No

□ □ Count and clap the rhythm?

□ □ Say or sing each pitch name in rhythm?

□ □ Finger the notes in the rhythm?

□ □ Play each pitch and rest in rhythm with a steady beat?

**Articulations: Can you…**

Yes No

□ □ Identify all printed articulations?

□ □ Perform all the printed articulations?

**Fluency: Can you…**

Yes No

□ □ Play the entire excerpt, without mistakes, in one try?

□ □ Play the entire excerpt, without mistakes three times in a row?

6-7th Grade Percussion (10 points possible)

**Weekly Practice (5 points)**

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| --- | --- | --- | --- | --- | --- | --- |
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**Practice Session**

|  |  |  |
| --- | --- | --- |
| **Session Date** | **Session Start Time** | **Session End Time** |
|  |  |  |

Practice Goals\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Musicians Posture: Are you….**

Yes No

□ □ Standing upright with your arms relaxed?

□ □ Keeping your fingers curved gently around the drumstick?

□ □ Keeping the drumstick in the center of your palm?

□ □ Playing the drum with the palms of your hand down?

**Tone: Are you….**

Yes No

□ □ Using your fingers to control the level of the bounce?

□ □ Playing close to the rim of the drum-head?

□ □ Keeping the drumstick levels even and close to the drum ?

□ □ Hitting the drum with only enough force to make a pleasing clear sound?

**Rhythm: Can you…**

Yes No

□ □ Say the letter names for each rhythm and rest?

□ □ Count and clap the rhythm?

□ □ Say or sing each pitch rhythm-using syllabification

□ □ Play each rhythm and rest with a steady beat?

□ □ Play rudiments/rhythms using correct sticking patterns?

**Articulations: Can you…**

Yes No

□ □ Identify all printed articulations?

□ □ Perform all the printed articulations?

**Fluency: Can you…**

Yes No

□ □ Play the entire excerpt, without mistakes, in one try?

□ □ Play the entire excerpt, without mistakes three times in a row?

**Directions**

**1. Weekly Practice:** Place a check in the appropriate box for each day you had a focused practice session of at least 30 minutes. Practice charts are due each week on the first day of class.

**2. Detailed Practice Session:** Complete the practice chart during **one practice session each week.** Select a practice session where you completed your goals in all practice areas (posture, tone/pitch, rhythm, articulations and fluency).

Record the date and start/stop times.

Place a check mark in the box to answer each question.

**Practice Strategies**

Here are some strategies you might want to try. Other band/orchestra members or private teachers might have additional ideas.

|  |  |  |
| --- | --- | --- |
| Clap and count | Finger and say | Simplify the rhythm |
| One note/pitch at a time | Play the rhythm on one pitch | Slow it down |
| Use a metronome | Three times correctly | Say articulation syllables |
| Pattern recognition | Chunking | Work back from end |
| Isolate one aspect | Record your playing | Build from the middle |

**Practice Scoring (10 points possible)**

There are 5 points possible for each section (Daily Practice and Detailed Practice Session).

You must complete both sections and all questions to receive credit.

1. Weekly Practice – 1 point for each day of focused practice of 30 minutes or more (up to 5 points)

2. Detailed Practice Session –answering all questions for each section of the chart. You can earn one point for **posture**, one pint for **tone**/**pitch**, one point for **rhythm**, one point for **articulations**, and one point for **fluency**.

4-6 Grade Band (10 points possible)

**Weekly Practice (5 points)**

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| --- | --- | --- | --- | --- | --- | --- |
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|  |  |  |  |  |  |  |

**Practice Session**

|  |  |  |
| --- | --- | --- |
| **Session Date** | **Session Start Time** | **Session End Time** |
|  |  |  |

Practice Goals\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Instrument Assembly**: **Did you...**

Yes No

□ □ Align all parts of your instrument correctly?    
□ □ Wet your reed  (reed players only)   
□ □ Adjust your neck strap so the mouthpiece comes directly to your mouth?

(Saxophone players)

□ □ Oil your valves or slide  (Brass players)   
□ □ Clean your instrument after playing?

**Posture: Are you...**

Yes No

□ □ Sitting tall or standing?    
□ □ Using a stand to place your music on?    
□ □ Placing your feet flat on the ground?    
□ □ Breathing to the bottom of your rib cage and from front to back of your rib cage?

□ □ Holding your instrument correctly and comfortably?

**Tone:    Are you...**

Yes No  
□ □ Making a full, clear sound?    
□ □ Providing enough air support to sustain the notes for the correct number of beats?

□ □ Using a good embouchure?

**Pitch:  Can you..**.

Yes No

□ □ Name the letter names for each pitch?    
□ □ Use the correct fingerings for each pitch?    
□ □ Produce all the pitches consistently  (in the correct octave)?

**Rhythm:  Can you...**

Yes No

□ □ Say/Sing each rhythm accurately?    
□ □ Say/Sing each rhythm and finger the notes at the same time accurately?    
□ □ Play each rhythm (including rests) accurately with a steady pulse at tempo?

□ □ Can you play each rhythm accurately with a steady pulse at a slower tempo?

**Articulation:  Can you...**

Yes No

□ □ Identify all the printed articulations?

□ □ Perform all the printed articulations?

**Technique:  Can you...**  
Yes No

□ □ Get from note to note cleanly with no  “burbles” in between?    
□ □ Can you play all the notes in rhythm at the specified tempo cleanly?

□ □ Can you play all the notes in rhythm at a slower tempo cleanly?

**Musicality:  Are you...**

Yes No

□ □ Playing all the written dynamics with good tone?

**Fluency:    Can you…**  
Yes No

□ □ Define all the musical terminology in your assignment and apply them?

□ □ Play the entire assignment, without mistakes, in one try?    
□ □ Play the entire assignment, without mistakes, three times in a row?