

Fulfillment of studio requirements will be the basis of scheduling order preference for the upcoming semester. Those who complete all will have first choice in lesson times. Your journal entries should be emailed to me as a PDF as you complete them.

The write-up doesn't necessarily need to be long (unless you want it to be), but it should cover some basic things:

1. Who, what, when, where... was this event?
2. What are some of the things that you particularly liked about this event?
3. What are some of the things that you would think about changing if you were to do this event?
4. What are some elements that you think might be beneficial to adding to your performance/music making?

P.S. Please remember to save a copy for yourself! I recommend making a folder specifically for lesson-related things and keeping all of your write-ups there. Make sure to date them, as well. You'll be amazed by all you've seen and learned over the years when you read through them in the future, and you never know what good ideas you'll glean from them in a later reading!

Outside Performance Attendance:

Seeing other performances, both of your instrument and of others, is very important to help develop your appreciation and performance skills. There are lots of opportunities if you look around, and many are free. When you attend a performance, remember that live events are a two way street. There is something very magical that occurs when the audience is focused and fully listening to a performance. Even if you are in a dark theatre and can't be seen, you are very much a part of the experience.

Lesson Year 1: One public performance of any sort (school, church, public)

Year 2-3: Two performances

Year 4+: Three performances

Outside Performance:

The only way to get better at performing is to actually do it. There will always be room to grow, and there is no better way to get more comfortable being in front of people than actually being in front of people. No matter what field you go into or are in, being able to communicate ideas to others and being able to be fully present in a moment will be skills that will take you far in life.

Lesson Year 1: One public performance of any sort (school, church, public, etc.). An organized recital for your family counts.

Year 2-3: One public performance of any sort (school, church, show, etc.). Family does not count.

Year 4+: Two public performances of any sort (school, church, show, etc.). Family does not count.

* Regardless of year, if you are in middle school through high school you are required to take a piece to the WSMA Solo & Ensemble festival. If you do not participate in school music, we can arrange a substitution.

Recital Performance:

During the end of the fall semester we will have a "Gift of Music" performance (essentially a recital) and during the end of the spring semester we will have a formal studio recital. Both are performances that incorporate community service, as I feel that it is important to not only show our family how far we've come, but also to share our talents with the wider community.

Lesson Year 1: Participate in some way in the recital.

Year 2-3: Perform one or two memorized pieces at the recital.

Year 4+: Perform in our studio recital, as well as working toward a solo recital (to be discussed).

Studio class/Workshop attendance:

Music appreciation and performance can be enhanced by any creative skill. I will try to offer at least one studio class a semester, and other workshops can be found from many different venues.

Lesson Year 1-3: One per semester

Year 4+: Two