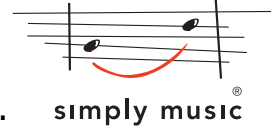


Potluck Creative Arts

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Formula for Success



Rate these success factors on a scale of 1-10, 10 being best.

See the next page for a description of what a 10 looks like for each.

When you achieve all 100 possible points, you'll experience the greatest success and the quickest, easiest progress.

Neil Moore, founder of Simply Music, says that the difference between a student who does 99% of what is asked and 100% of what is asked is astonishing – something to consider when looking at your own total score!

Lesson Participation _____

Practice Routine _____

Playlist and Notes _____

Working on Current Projects _____

Student Home Materials (SHM) _____

Playing Your Repertoire _____

Controlling the Events (CTE) _____

Creating Music _____

Long-Term Relationship (LTR) _____

Learning a Way of Learning (LAWOL) _____

TOTAL _____

Student _____ Date _____

Success Factors: What a 10 Looks Like

Lesson Participation – Have all your materials ready, with your Playlist opened to the current page for review. Participate actively. When not sitting at the piano, carefully observe others, and play along on lap or Practice Pad. Write down only those notes the teacher provides. For shared lesson students, reciprocate support with classmates in and out of lesson, including assignments missed due to absence.

Practice Routine – Practice ideally daily but at least five days a week, ideally at the same time each day. Practice any given project for at most 5-10 minutes at a time. Practice enough total time (usually 15-35 minutes a day) to make steady progress on all current projects while also keeping all repertoire pieces alive.

Playlist and Notes – Use the Playlist and Notes books to manage your practice routine and effectively determine what projects to work on each day. Mark your Playlist after each individual piece is practiced.

Working on Current Projects – Begin working on all new projects the day they are assigned. For a project with support materials, review all assigned materials before working on the project for the first time. For a memory piece, practice as soon after lesson as possible, before bed that night, and as early as possible the next day, then proceeding to routine practice. Practice all current projects daily until each enters your repertoire.

Student Home Materials (SHM) – Use all SHM as appropriate, including listening to the CD before practicing a new piece, watching the DVD before practicing any new part of a piece, working on at most one full DVD chapter at a time, using the Practice Pad before trying anything on an instrument, using all materials as long as needed to develop comfort with a part before moving on, and playing along with the CD to improve rhythm and tempo.

Playing Your Repertoire – Keep your repertoire alive. Regularly play your repertoire pieces outside of practice time, simply for your own enjoyment. Play through mistakes. Play for other people, whether as a soloist, as an accompanist, doing duets, or in bands or other ensembles. Find opportunities to play in locations other than the place you usually practice.

Controlling the Events (CTE) – Control the events whenever practicing or playing any piece, whether when first learning or years later. Always focus whenever appropriate on Single Thought Processes (STP). Never make a mistake during practice, always taking as long as you need to think about what's needed to play every note correctly, every time.

Creating Music – Regularly improvise your own music and compose your own pieces, giving them titles and, when appropriate, lyrics. Use what you know from other pieces to help you create your music.

Long-Term Relationship (LTR) – Be able to explain the dynamics of a long-term relationship, including the three “quality” components, the three “quantity” components and the relationship graph. Willingly identify your current place on the graph and work with your method and practice/life coaches as needed to navigate the peaks and valleys of your long-term relationship with music. Support any fellow classmates as appropriate in their LTRs.

Learning a Way of Learning (LAWOL) – Maintain awareness and use of all learning strategies provided whenever appropriate in piano lessons and all other areas of your life. Music learning strategies in addition to those noted in the above success factors include speaking instructions out loud while you practice, singing or humming along while you learn and play, staying aware of any patterns present in a piece, remaining able to explain all instructions from all SHM, keeping fingers touching keys in position and making adjustments only when needed, starting to play a piece in a place other than the beginning, ensuring that you or someone else provides the melody for all accompaniments, advancing fragments, inheriting vs. learning, teaching to reinforce your own learning, etc.