**Lesson date:** Tuesday 3rd

**Crisp staccato and bars 5–8 and 13–16**

**What we did in the lesson**

"Crispy Fish & Chips"
- worked at G major
- explored staccato
- staccato improvisations
- looked at bars 5–8

**What went well?**

My staccato is now nice and light. I understand all the rhythms, and did interesting improvisations.

**Any problems?**

Need help with playing scale piano.

**General updates**

I played Minuet in F in assembly on Tuesday.
Autumn term

Lesson date

**focus for the week**

for your teacher

What we did in the lesson

what to practise at home

Practice connections

**how has it gone?**

What went well?

Any problems?

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What went well?

Any problems?

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Any problems?

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What went well?

Any problems?

**How has it gone?**

What went well?

Any problems?

**General updates**
Give a **boring** performance of one of your pieces!
List the ways in which the performance was boring:

Now play the piece again, as many times as you have made points above, each time correcting one of those points.

Now give a really **interesting** performance of your piece.
List the ways in which it was interesting:

For more ideas on how to practise try Paul Harris’s *Improve Your Practice!* series from Faber Music.
Lesson date

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Any problems?

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What went well?

Any problems?

General updates
Lesson date ________________

For your teacher

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What went well?

Any problems?

General updates
To make the most of your practice diary, you and your teacher could try using some abbreviations (as if you are texting) to save space and have some fun! Here are some common phrases I use a lot with my pupils which may be useful for you too. What phrases do you and your teacher use a lot? Add your own in the box below.

GPP  Good posture, please!
R2R  Remember to relax
R2WU Remember to do your warm-up exercises
DYS  Do your scales!
EYS  Enjoy your scales!
PLN  Play long notes
DSAB1 Don’t start at bar 1
S@B... Start at bar...
MALS Make a lovely sound
LTY  Listen to yourself
PWC  Play with character
PS   Practise slowly
DSSR Do some sight-reading
CYI  Clean your instrument!
DSI  Do some improvising
PFM  Play from memory
MLOC Make lots of connections
TW   Technical work
LoDy Lots of dynamics
WaM  With a metronome
Lesson date ________________

Focus for the week

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How has it gone? 🎉 😊 😢

What went well?

Any problems?

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General updates
Here is a code:

**The alphabet**

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A B C D E F G A B C D E F G A B C D E F G A B C D E

**Music notes**

Work out what your name sounds like in this musical code. You could try using different octaves as you go up the alphabet. Write it here:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Here’s a message for you to work out:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Give the code to a friend and send each other musical messages. Write your first message here:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Make up your own code using sharp and flat notes, too:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

What does your name sound like now? Write it out in musical code below:

Develop your own piece based on the notes in your name.
You could also use the rhythm of your name.

For more ideas on how to practise try Paul Harris’s Improve Your Practice! series from Faber Music.
Spring term

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focus for the week

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Any problems?

how has it gone?

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Any problems?

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Any problems?

**General updates**
Do you like scales?

If yes, write a few words to explain why:

If no, write a few words to explain why not:

Do you think scales are important to learn?

YES  NO  (circle your answer)

Make up your own scale. Write it here (with the correct clef) and give it a name:

________________________________________________________________________

________________________________________________________________________

Improvise a piece using your scale.

For help with playing scales try Paul Harris’s *Improve Your Scales!* series from Faber Music.
Lesson date

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How has it gone? 😊😊😊 😞😞😞

What went well?

Any problems?

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**How has it gone?**

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What went well?

Any problems?

**General updates**
Pick a note

Choose a note you like playing and write it here:

__________________

Don’t forget your clef!

Now play it (tick each when you’ve had a go):

☐ As if it were a very long way away
☐ Very darkly
☐ With a very fat sound
☐ As loudly as you possibly can
☐ Very brightly
☐ With a very thin sound
☐ With a blue sound
☐ Very fast
☐ Very slowly
☐ With a red sound
☐ Your own way: ____________________________

For more ideas on how to practise try Paul Harris’s *Improve Your Practice!* series from Faber Music.
Lesson date ____________________

**Focus for the week**

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Any problems?

**How has it gone?**

What went well?

Any problems?

**General updates**
The ___________________________ was invented in (century or year) ___________________________

It can play from ______ up to ______ and uses the __________ clef(s).

It is a member of the ___________________________ family.

Other members of the ___________________________ family are ___________________________ and ___________________________

Two famous composers who wrote for it are ___________________________

and ___________________________

Two famous players of this instrument are ___________________________

and ___________________________

Two famous pieces written for it are: ___________________________

and ___________________________

The most difficult piece I know for it is: ___________________________

I would describe the sound it makes as ___________________________

___________________________
Find an example of an early instrument and describe (or show) how it differs from yours.

For more ideas on how to practise try Paul Harris’s *Improve Your Practice!* series from Faber Music.
Spring term

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Any problems?

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**What to practise at home**

How has it gone? 😊😊😊😊😊

What went well?

Any problems?

**General updates**
Making mistakes

Choose a piece you like playing and perform it with just one deliberate mistake. Write down what the mistake was here:


What kinds of mistakes do you make when playing a piece?


Choose a section of a piece you’re learning (it could be just one or two bars) and play it perfectly this time!
Lesson date ____________________

**focus for the week**

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**General updates**
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What went well?

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General updates
Name rhythms

Work out a rhythm to fit your name (including your surname if you can):

Your name ________________________________

The rhythm ________________________________

Make up a piece using this rhythm. You can write it here:

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Choose a piece you’re learning and play it with all the notes the same length (i.e. ignoring the rhythm). Did you like it?

Try writing rhythms for the names of your friends and family. Whose is the most interesting?

Name ________________________________

Rhythm ________________________________

Name ________________________________

Rhythm ________________________________

Name ________________________________

Rhythm ________________________________
Lesson date

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What went well?
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**How has it gone?**

- 😊
- 😊😊
- 😞

**What went well?**

**Any problems?**

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General updates
How to use your practice diary

for your teacher

What we did in the lesson

The lesson is really a preparation for practice. So it’s important that everyone remembers what happened! Write down a few important reminders about the lesson, what the main ingredients were and any other memorable gems!

Do put the most important point in the top box, Focus for the week.

what to practise at home

Practice connections

Truly effective practice happens when you really understand what you are doing. You will enjoy your practice more and make progress. Understanding comes from seeing how things connect and that is the purpose of this box: you should fill in the connections which will form your practice.

Take a piece you need to practise and think about the connections you can make using its ingredients: the key, dynamics, rhythms and character (try playing the scale, improvising, some sight-reading, perhaps listen to a similar piece online …). This box can be filled in by pupil or teacher, perhaps as a list, but better as a kind of map, with the piece in the middle and the connections you make joined by short lines.

how has it gone?

This box is for you and your parents. What went well is very important, as it will help identify what you do understand and Any problems? helps your teacher identify what you need help with.

A quick and immediate response can be given by colouring in or adding one of your own expressive faces!

General updates

This brings the teacher up-to-date with any musical activities outside of the lesson.
The Simultaneous Learning Practice Map pad (0-571-59731-4) is available from Faber Music.