

Practice Order	Skill Area	Components/Materials	Practice Goals	Practice Strategies	Duration
1 to start (interleaved)	Technique	<ol style="list-style-type: none"> <li>Warm Up, including                             <ul style="list-style-type: none"> <li>Breathing exercises</li> <li>Stretching routine</li> <li>Drop and Roll</li> <li>Following fingers</li> <li>Trill Exercises</li> </ul> </li> <li>Scales RCM Level 9</li> <li>Chords RCM Level 9</li> <li>Arpeggios RCM Level</li> <li>Etude: Czerny op. 299, no. 5</li> </ol>	<ol style="list-style-type: none"> <li>Flexibility, focus</li> <li>C, D and E maj/min Scales, 4 8ves: Tempo = 104 (four sixteenths)</li> <li>Broken Chords = 104 Blocked chords = 84</li> <li>Arpeggios = 84</li> <li>Synchronization, Tempo = 108 (half note)</li> </ol>	Repetition plus variety, varying: <ol style="list-style-type: none"> <li>Rhythm</li> <li>Direction</li> <li>Tempo</li> <li>Touch</li> <li>Dynamics and shaping</li> <li>Staggered</li> <li>COMBINE STRATEGIES</li> </ol> Interleave with repertoire, ear tests and sight-playing	15 mins in Total
2 to start (interleaved)	Repertoire 1	Mozart, Piano Sonata, K. 282 I. Adagio	<ol style="list-style-type: none"> <li>More lyrical sense of line: shaping and legato (see score for notes); focus on microshaping/slurs</li> <li>Faster tempo; Quarter = c. 42</li> <li>Voicing mm. 8, 26</li> <li>Finger pedal in LH, from m. 4</li> <li>Observe contrasting dynamics</li> <li>Correct notes (see score)</li> </ol>	<ol style="list-style-type: none"> <li>Practice singing while playing/record and listen to quality of legato and shaping</li> <li>Practice using metronome</li> <li>Listen for top notes; practice RH alone</li> <li>Listen for low notes; practice LH alone</li> </ol>	25 mins
3 to start (interleaved)	Aural Skills (Ear Tests)	<ol style="list-style-type: none"> <li>Intervals</li> <li>Chords</li> <li>Clap back</li> <li>Play back</li> </ol>	<ol style="list-style-type: none"> <li>Some ear training completed daily</li> <li>Aim for improved accuracy</li> <li>Faster response time</li> </ol>	<ol style="list-style-type: none"> <li>Singing intervals: 1, 2, 3, etc.</li> <li>Learn to <a href="#">recognize intervals from songs</a></li> <li>Complete Four Star online activities</li> </ol>	10 mins
4 to start (interleaved)	Sight- Reading	<ol style="list-style-type: none"> <li>Paul Harris Book 7</li> <li>Four Star Book 8</li> <li>Quick Studies: Gillock, Lyric Preludes, no. 1 and 2</li> </ol>	<ol style="list-style-type: none"> <li>One page/piece read from Harris book per day</li> <li>One set of exercises from Four Star completed</li> <li>Polished performances of both pieces</li> </ol>	<ol style="list-style-type: none"> <li>Identify meter; determine how to count the rhythm</li> <li>Tap and count rhythm</li> <li>Identify the key-signature; determine the key based on 2 possibilities</li> <li>Investigate music to determine intervals and to find other patterns (chords, scales, sequences etc.). Mark as needed</li> <li>Ghost Play: Perform in a steady tempo, focused on fluency and continuity careful to observe expressive/interpretative markings</li> </ol>	15 mins