Plan your week

A small, clear task is a useful place to start. Set priorities with your teacher, then make room for music you enjoy.

HOW TO USE THIS WORKBOOK

Type into the fields and save a copy, or print pages 1-3 as often as you need. Page 4 shows a completed example. Use an A4 sheet at actual size, or choose Fit when printing on US Letter.

Name / instrument or voice

Week beginning

My teacher's priorities / my learning goal

Music or skills I want to work on

My first small task (name a passage, change or skill)

Practice opportunities that fit this week

Something I want to enjoy playing or singing

Your practice sessions

Use one entry for each session. Record what happened honestly, including anything that remains unclear.

SESSION 1

Date / optional time or tempo

Task + small goal: what am I trying to change?

Approach: what did I try?

Observation: what happened?

Next step: repeat, change or ask?

SESSION 2

Date / optional time or tempo

Task + small goal: what am I trying to change?

Approach: what did I try?

Observation: what happened?

Next step: repeat, change or ask?

Make the next lesson useful

Review your notes before the lesson. Choose a passage to demonstrate and one question you want to ask.

One change I noticed this week

One thing that is still difficult or unclear

The passage or skill I would like to demonstrate

My question for the teacher

After the lesson: the next task and approach we agreed

Missed a session? Move the next useful task forward. A diary is a working record, not a score for effort or ability.

See it in action

A hypothetical beginner pianist is working on keeping the pulse steady when moving into the second line of a piece.

SESSION 1 - Locate the difficulty

Task / goal: Join bars 4 and 5 without a pause.

Approach: Play the right-hand part slowly, starting one bar before the join.

Observation: I kept counting with the right hand alone, but stopped when I added the left hand.

Next step: Look at where the left hand moves before trying both hands again.

SESSION 2 - Name the uncertainty

Task / goal: Find the left-hand positions for the move into bar 5.

Approach: Find both positions, then try the move on its own.

Observation: I can find the positions, but I am unsure which finger my teacher intended.

Next step: Mark the bar and ask about fingering rather than repeatedly guessing.

SESSION 3 - Prepare a question

Task / goal: Show my teacher where the pulse changes.

Approach: Compare the opening phrase with the difficult join at a comfortable speed.

Observation: The opening feels more settled; the join still needs help.

Question: Could we check the left-hand fingering in bar 5 and agree how I should practise the join?

Adapt the prompts to your instrument, voice and goals. These are example notes, not a prescribed technique or practice timetable.

Keep learning

Bring your notes to your teacher. For the full guide and more learning resources, visit musicteacher.com/resources/music-practice-diary.