















**Figure 3.4 - Sample Timeline - Practice Instruction Unit for Advanced Learners**

Week 1			
	Monday	Wednesday	Friday
	20 minutes	20 minutes	20 minutes
	<ul style="list-style-type: none"> <li>-Class discussion: what kinds of challenges do we encounter in our class repertoire? How do we identify excerpts in need of practice?</li> <li>-Small group or partner follow-up: identify an excerpt in need of practice</li> <li>-Ask for student volunteers to share excerpts in need of practice</li> <li>-Using 2–3 student-selected examples, introduce up to 3 practice strategies using the modeling cycle</li> </ul>	<ul style="list-style-type: none"> <li>-Review practice strategies learned up to this point (3)</li> <li>-Select and introduce 2 new practice strategies using the modeling cycle</li> <li>-Introduce practice guide (due at end of next week)</li> <li>-Fill out practice guide in class, including excerpt(s), strategies, and goal(s) for practice time; this could be teacher-led or section-led depending on student readiness</li> </ul>	<ul style="list-style-type: none"> <li>-Review practice strategies learned up to this point (5)</li> <li>-Select and introduce at least 1 new strategy using the modeling cycle</li> <li>-Advanced variation: ask for a student volunteer to model the strategy; teacher assists with cognitive modeling</li> <li>-Provide an opportunity for students to work collaboratively (pairs or sections) to identify an excerpt from class repertoire in need of practice</li> <li>-Provide an opportunity for students to independently apply a strategy of their choice to the excerpt they selected</li> </ul>
Week 2			
	Monday	Wednesday	Friday
	15 minutes	15 minutes	15 minutes
	<ul style="list-style-type: none"> <li>-Review practice strategies learned up to this point (6+) using class discussion, and/or asking for student volunteers to model</li> <li>-Provide an opportunity for students to independently apply a strategy of their choice to a self- or teacher-selected excerpt from class repertoire</li> </ul>	<ul style="list-style-type: none"> <li>-Review practice strategies learned up to this point (6+) using class discussion, and/or abbreviated modeling cycle</li> <li>-Select and introduce a new strategy using the modeling cycle</li> </ul>	<ul style="list-style-type: none"> <li>-Practice assignment due: Ask students to share a simple reflection from their practice assignment; could be done in pairs, sections, or as a class</li> <li>-Review practice strategies learned up to this point (6–10)</li> <li>-Assign next practice homework</li> <li>-Fill out the assigned practice guide, assisting students in selecting excerpts and/or strategies as needed</li> </ul>
Week 3			
	Monday	Thursday	
	10–15 minutes	10 minutes	
	<ul style="list-style-type: none"> <li>-Teacher shares observations after reading students' first practice assignment submissions</li> <li>-If needed, introduce additional strategies using the modeling cycle</li> <li>-Sectional or partner work time: Review strategies learned up to this point (6–10); ask peers or teacher for reminders as needed; identify an 8–16 measure excerpt of music to be used for next week's playing test</li> </ul>	<ul style="list-style-type: none"> <li>-Briefly review strategies learned up to this point (8–10)</li> <li>-Answer questions and/or clarify as necessary</li> <li>-Reminders about practice assignments &amp; upcoming playing test</li> </ul>	
Week 4			
	Thursday or Friday		
	Up to half of class time, as needed; could also be completed as recordings and submissions via LMS		
	<ul style="list-style-type: none"> <li>-Students complete a playing test on the self-selected excerpt from last week</li> <li>-Teacher evaluates tests using a developmentally appropriate rubric</li> <li>-Students listen to their own playing test performance recordings and self-evaluate using the same rubric</li> </ul>		
Weeks 5+			
	5–10 minutes, once per week		
	<ul style="list-style-type: none"> <li>-Review selected practice strategies with specific focus on strategies that are most applicable to current class repertoire</li> <li>-Assign weekly practice homework, gradually increasing student responsibility for (a) selecting excerpts to practice, (b) identifying appropriate strategies, and (c) evaluating and reflecting upon progress</li> </ul>		