

Emily Ezola -Online Chat

“Creating Motivation in Yourself and Your Students”

- Cahill Smith : YAY! Go Emily! :)
- Julie Uriona : Hi Emily!!
- Penni Eads : Good to see you in person!
- Nancy Jensen : Emily, can you repeat the question for me?
- Tiffany Horrocks : What is motivation and how to describe it
- Dayna M : Motivation is the bridge between desire and action.
- Tallie : motivation is being up early!
- Barbara Gill : We should share these in the chat, too!
- rbishop : Practice hour contests, hymn contests, points for each page of music that is completed.
- Julie Uriona : Friendly studio competitions
- Dayna M : A high five (well sanitized)
- Denise Frost : Treat from the treatbox every week you practice 5 times
- Julie : \$100.00 for the 100 day club, to be divided by all students that participate.
- Becky Brouwer : I have a road to Carnegie hall with 2201 boxes where the studio gets a sticker for every hour of practice
- Penni Eads : Music Money
- Valorie Wood : play money earned for passing off music and for practice and they spend money at my grocery store
- Penni Eads : Recitals and Masterclasses
- Erika : scale club - if you play your scales to a certain tempo you get your pic on the wall/ certificate
- Nancy Jensen : BetterPracticeApp.com which counts their practice minutes and tallies for you.
- Marie Postma : points for daily practice and assignments completed. prize box when they get 100. summer practice to earn a favorite piano book. earn a party.
- Barbara Gill : I do three different incentives during the year. If I stick with one the entire year, we get bored. I do music money in the spring for an auction at our June outdoor recital. Activities for Ice Cream challenge in the summer. 100 Days of Practice. I give a Texas donut or \$2 bill for a lot of things.
- Becky Brouwer : earning charms for theory pages, practicing, ear training time, sight reading on piano maestro or piano marvel
- Nancy Jensen : Bronze Star, Silver Star, and Gold Star Student trophies. They earn each one through 32 "prepared lessons:" at least 5 days practice, assignments completed to at least 80%, parent signature.
- Julie : I offer \$100.00 that will be divided by those that stick with practicing 100 days in a row. If they miss one day, they have to start over. There is a deadline for the money. Any student that practices 100 days in a row get their names in the Piano Explorer 100 Day club.
- Patrice Hunt : 90% pass-offs per semester = horseback ride with piano teacher!! *_*
- Christine Brady : It may sound rather simple, but give students some autonomy over the major pieces that they are playing. If a student truly loves the piece they are practicing, they will be excited about getting to the piano bench. Take the time up front to find a song that 'moves' the student.
- Laurisa Cope : Rides with Patrice are incredible!
- Nancy Jensen : Agree with Christine!!!!
- Paula Manwaring : I love the Lego idea!!
- rbishop : You can also use the self direction idea with a student by having THEM choose what order we will do their music
- rbishop : at their next lesson
- Penni Eads : write reminders in their music

- Jess Young : Have them record themselves and give themselves a lesson based on the recording
- Annalise Eccles : Just having them decide what their practice goals are for a certain week
- Laurissa Neuenschwander : Having them play simple melodies by ear. They need to realize they can "play the piano" without music and without someone telling them what to do.
- Cahill Smith : Go to the practice room with ONE short activity that the student truly enjoys. Once they get started, they often spend more time than they intend.
- Julie Uriona : Have them try to compose something on their own.
- Denise Frost : Explain importance of practice, and then let them choose which 2 days per week to take off
- iPad (3) : younger study have them compose a song using the concept they are learning.
- Barbara Gill : choose when they get to the instrument: before breakfast, after school, before dinner, etc.
- Penni Eads : have them decide what to do to improve a piece after playing it for teacher
- Becky Brouwer : have them tell you the 3 things they liked about their performance for the teacher
- Cassie Mayfield : Let them organize a family concert or recital.
- Cahill Smith : Recordings from week, month, year, multiple years ago.
- Barbara Gill : Compare recital pieces in written form and visual
- Annalise Eccles : Google photo albums is awesome for archiving students recordings
- Laurissa Neuenschwander : "pass off" some music every week—tell them they've passed off 5 songs (new beginners) or 3 pages of music this week
- Cahill Smith : Metronome speed of technical exercises.
- Denise Frost : new AIM level every year!
- Dayna M : Kevin Olson gave my daughter music that was 2 or 3 levels lower than her ability to develop mastery. That way she didn't struggle with learning the song and was able to become proficient quickly. It improved her confidence in her ability.
- Cahill Smith : SASR Score :)
- Penni Eads : Teaching their sibling or another beginning student
- Paula Manwaring : Go back to the first piece in the book. It's eye opening for them how far they have come.
- Lynda LeCheminant : Keyboard Gymnastics or any progressive charts
- Cloud Family : yearly participation in festivals where progress is made and tracked
- Nancy Jensen : Federation!
- Tori Dimond : I provide a "Practice Makes Progress!" Notebook/Scrapbook. It contains Practice Charts, Festival Certificates and Rating Sheets, List Of Accomplished Goals, List Of Completed Music Books, Recital Programs, Fun Activities
- Nancy Jensen : Have a tiny practice session with them, highly focused, where you can show immediate progress on a tiny spot.
- Cahill Smith : Fundraiser concerts for a cause they care about.
- Laurisa Cope : Service oriented performances, such as performances at care centers
- rbishop : Taking the opportunity to use music to enrich other people's lives, retirement homes, hospice center performances.
- Laurissa Neuenschwander : <https://topmusic.co/tc215-research-backed-insights-on-piano-student-retention-with-karen-gerelus/>
- Annalise Eccles : Provide collaborative piano opportunities where they connect with others
- Laurissa Neuenschwander : (an interesting podcast on retention which is similar to this cause of motivation)
- Deanna Mears : Encourage students to record a piece and share it with a grandparent or friend who might be isolated or have to quarantine.
- Denise Frost : Every concept learned at piano is same for "life" Talk about that to students.
- LaDawn: They might be the only one that can play in a ward or branch when they go on a mission.

- Nancy Jensen : I think it is important to help them identify themselves as a pianist. Literally use that word: "You are a pianist!" Not just a student.
- Tori Dimond : Arrange Music Numbers For Church Meetings.
- Janis Rowser : Have them teach a younger sibling/relative/friend how to play the piano
- Janice : We have gone the last couple of years at Christmastime to a local "adult care" facility where they provide daytime care for disabled adults & we play Christmas music & the reactions to the music is so genuine it's eye-opening for the kids.
- Nancy Jensen : I showed my students the USU Monster Concert Halloween 2020 on YouTube and it was really motivating. Some immediately wanted to be in the next one.
- Melinda Baros : Talk to students about how music is healing, and how they are learning to be "healers" whenever they share their music with others. Then providing concerts and activities that are service-oriented, as mentioned above
- Jess Young : Help them make an emotional connection to music. As a teen playing the piano was my stress relief, my self expression, my therapy.
- Penni Eads : Beautiful, Patrice!
- Carla Cleavinger : This is a wealth of information! I think it reflects our need to share, as we would if we were able to sit in the same big room together at this conference. Thank you all, for your years of wisdom and experience!
- Julie : Point out their talents.
- Suzanne Clayson : A friend of mine tells her middle school boys, when they begin to be unmotivated in their practice, that girls (and their parents) will be impressed if they can play the piano.
- Tiffany Horrocks : Emily can you say that website info one more time? and I'll type it in the chat for everyone
- Rowena Bunce : The USU Monster Concert was so amazingly done! Loved it!
- Melinda Baros : I just thought about an idea for encouraging students to dedicate one day of practice to just playing the music they want to play - either from a list of mastered pieces, or sight-reading in Piano Marvel, or younger books, or exploring music they want to play for fun or relaxing stress relief
- Penni Eads : Teaching younger students is what I mentioned earlier. It helps students see their progress, and it gives them confidence and purpose. I offer a pedagogy class.
- iPad (3) : make genuine compliments about their music. each student is a winner and should be made to feel like one what they can believe they can achieve
- Tallie : play for your students!
- Emily Ezola : www.usu.edu/ycpiano
- Emily Ezola : emily.ezola@usu.edu
- Barbara Gill : I used to play for weddings and had a binder of "Beautiful Music." Now I have a collection of scanned music and encourage my students to make collections, too.