



DETAILED RECITAL GUIDE FOR TEACHERS

The most exciting time of the year for PMA students is fast approaching! Recitals are always a hectic, frantic, and thrilling time for students. While they are tasked with the daunting duty of preparing, rehearsing, and performing in front of a captive audience, we as teachers are responsible for setting them on the best path for success and helping them to execute a stellar performance. This Recital Guide is designed to provide insight on how to prepare your students, ranging from the selection of their piece all the way up to the moment they perform. It will also outline our obligations in terms of participation, attendance, and involvement leading up to and during the recital. If you do have further questions, please reach out to a lead teacher for any clarification.

PREPARATION - WHAT DOES THAT MEAN?

The first and most important step in the process is checking in with your student and gauging their interest in participating in the recital. If they are on the fence, feel free to explain the importance/thrill of performing. It is a terrific opportunity to “show off” their hard work and to put their skills on display for friends, family, and peers at PMA.

Once you have determined their interest, the next step is to settle on a piece for performance. If you have already been working on a piece with them and are approaching performance-ready with it, feel free to keep it! There is no requirement to change pieces if you already have one in the works. It is critical to note that we have very full time slots during the recital, so to combat this issue, we adhere to time limits for each student:

- If your student is beginner/novice-level, 1 minute is the limit.
- If your student is intermediate-level, 2 minutes is the limit.
- If your student is advanced-level, 3 minutes is the limit.

We understand that for some instruments, this may cause some inconvenience or challenges in finding an appropriate piece/passage. If you have any concerns about time limits or how to trim a selection to a proper length of time, please speak with a lead teacher.

After completing the selection/timing of your student’s piece, the next step is to set time/progress goals for each week. For most recitals, the ideal outcome is to have your student playing through their piece, ideally from memory, in full with 3-4 weeks left before the concert date. This guarantees your student comfort, confidence, and certainty in performing their piece, and will allow for you to simulate “performance run-throughs” for the last few lessons.



If your student has mastered their piece, has nailed down their timing, and has done run-throughs, the last piece of preparation needed is simply to emulate the act of walking on stage, sitting down, setting up, performing, and acknowledging the audience at the conclusion of their run. Distractions will occur from time to time, including audience members coughing, children crying, phones ringing, etc. It is imperative for students to be ready for these possible occurrences, so during their simulation runs, you may want to incorporate some of these situations so they can ensure focus and engagement throughout the process.

Participation - What Does That Mean as a Teacher?

In general, being present for your student and attending the recital are two absolutely essential components of participation as teachers. We do carry the responsibility of setting up our students for success and helping them to feel completely ready for their performance, but our job does not end there.

In addition to preparing your student's piece, you **MUST** submit ANY tracks that your students need for their performance. We have to adhere to strict deadlines for turning in tracks, due to the fact that sound techs are running the tracks and need to put their lists together in advance to make sure each track runs smoothly. If tracks are not submitted in time, your student **WILL NOT** be able to use a track. Please keep note of the date that tracks/student information are required. If you need assistance, please reach out to the office or to a lead teacher.

On the day of the recital, things are frenzied and fast-paced. In past recitals, job delegation and/or suggestions were not effectively communicated, so we'd love to make sure we are all on the same page for any future recitals. Attendance is **highly suggested** if you have any students performing. When you arrive at the venue, please check in with the front desk to locate the student staging/waiting area. If your students are already in the staging room, you have the opportunity to meet with your students, help them warm up, calm their nerves, and give them a "pep talk" before going out to perform.

Once it is your student's turn to perform, please be ready to help them up on the stage, set up any music/microphone stands, set their sheet music up (if needed), or adjust any instruments. Leaving our students to do all of these things alone or with minimal assistance can interfere with our timing and make them uncomfortable up on stage before they even start performing. Once they are finished with their performance, please help them off stage and remind them to acknowledge the applause!

At the completion of each session, it is always valuable to check in with your students and their parents, congratulate them on their performance, and thank them for being



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courageous and taking a step forward in their musical endeavors. At the end of the recital, we always need help with tearing down and cleaning up! If you are available to help, please let us know and we will find a small job for you. This will certainly help streamline the process and get us out of the venue much sooner!

Post-Recital Wrap

In the lesson/week after the recital it is suggested that you review the recital with your students. Here are some basic questions you can cover with them:

- What went well during the performance?
- What could we improve on for our next performance?
- How did you feel before, during, and after the performance?
- How can I help you feel more confident for the next recital?
- Would you be interested in performing again?
- How do you feel now that you've had a week to reflect on your performance?

This will allow your student to provide feedback for you as their teacher, and for them to reflect internally on how they felt, how they viewed their performance, and how they can improve for the next performance. A large majority of students eagerly await the next recital, so if you receive this feedback, even better! Some may not want to perform again, and that is also perfectly fine. Our mission is creating a plan and path for their success, and as long as they are happy with their experience, our goal has been accomplished!

Miscellaneous Items

Recitals can be stressful for all parties involved. Students may be nervous, teachers may be stressed, Nicole and the front desk have their hands full, and we are all collectively trying to make things as smooth as possible. Simply being present for your students, helping to facilitate their setup/warmup/performance, and lending a small helping hand where it is needed is appreciated, valued, and needed and will help make the whole day easier for all of us!

All in all, virtually every PMA recital has been a massive success and has been very well-received by parents and students alike. That simply cannot be done without you, so we thank you for your hard work and ask that you please keep doing great things with/for PMA! If you have any questions about preparation, participation, what to do, how to do it, or anything else, please feel free to reach out to a lead teacher for guidance and they will gladly help with any concerns you may have. Thank you for being a part of the amazing team at PMA!