

Recital Ready: What Would You Do Next?

Performance preparation: complete Handout 411 first. These are practice choices; your teacher and venue set the real event rules.

1 · PUT THE TRIP IN ORDER

Use the home model you rehearsed with Handout 411. Write 1–6 under the cards, from arrival to leaving the playing area. Cover the Check key until you finish.

 A · Leave playing area Order: ____	 B · Ready cue Order: ____	 C · Play Order: ____	 D · Finish / listen Order: ____	 E · Setup Order: ____	 F · Arrival Order: ____
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2 · USE THIS EXAMPLE PRACTICE PLAN

Music falls: stop and ask the agreed adult to help reset it.
Small slip: if you can continue, keep going; if stuck, ask for help.

First note not ready: wait, find it, then use your ready cue.
Ending applause: wait for the teacher's signal, thank the audience in the agreed way (for example, a bow), then leave the playing area.

Circle A, B or C using only this example plan. Ask your teacher which choices apply at your event.

1. The music falls. What next?

- A. Stop; ask the agreed adult for help.
- B. Guess the missing music.
- C. Leave without asking.

2. Your first note is not ready. What next?

- A. Wait, find it, then use your cue.
- B. Start before finding it.
- C. Leave the playing place.

3. A small slip; you can continue. What next?

- A. Leave immediately.
- B. Restart from the beginning.
- C. Keep going with the music.

4. You finish and hear applause. What next?

- A. Play the piece again at once.
- B. Walk away before the signal.
- C. Wait for the teacher's signal.

3 · AFTER A HOME REHEARSAL

Play your piece once for an adult at home, or listen together to a recording of your rehearsal. Then write one specific musical observation. Your own response—many answers fit. Include a place in the music and an audible detail.

TRY IT · REHEARSE THE PLAN

Choose one situation with your teacher. Act out the agreed response before your next whole-trip run.

Observation rubric: names a place and an audible musical detail. Many answers fit; no score or unique answer.
1. A: The plan calls for adult help to reset the music. 2. A: The plan puts finding the note before the ready cue. 3. C: This small slip allows the planned choice to keep going. 4. C: The plan makes the teacher's signal the next cue.
Order: A=6; B=3; C=4; D=5; E=2; F=1. Model: Arrival → Setup → Ready cue → Play → Finish / listen → Leave playing area.

CHECK · HOME MODEL