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Abstract:

The majority of voice students' practice takes place outside the direct supervision of their applied teacher. The process of successful structuring of practice time typically is addressed only indirectly in a student's course of study; it is assumed that students will apply a practice model based on lesson structure and feedback received in lessons. If students are not independently developing effective practice habits, however, even if they are practicing a sufficient amount of time they may not be achieving optimal effect/improvement for the time spent. In this project, students self-reported their practice techniques at the beginning of the academic year and again eight weeks into the second semester. Changes were measured and compared to the structure of private voice lessons as well as to elements of successful practice identified in the Music Performance literature.