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A VOCALAB GUIDE:

# How to get your students to practice more

Vocalab

# 1. Set goals **with** them

Often teachers hear an 'undesirable' quality in a student's voice and **tell** them "this is what you need to fix" without consulting with them.

Goal setting together ensures your student will be heard and makes achieving the goals more **meaningful** to them - giving them more drive to practice.

## 2. Get **specific** about their goal

"You can't hit a blurry target"

It is hard to reach a goal when you don't know **exactly** what you are aiming for. This can lead to students not practicing because they lack a relevant reason.

Discuss with your student what they really want:

- How do they want to sound?
- Do they want to write their own music?
- Is there a genre they want to master?
- Do they want to belt?

### 3. Have a **Long-term** goal and several **Short-term** goals

A Long Term Goal gives you and your student a **bigger picture** to work towards.

A LTG gives the teacher laser focus when planning lessons week to week and a **reason** for your student to work hard on smaller exercises and task-orientated Short Term Goals such as mastering breath management or creating the muscle memory to coordinate TA and CT movements.

## 4. Make the goal **attainable**

"I want to sound exactly like Adele"

Sure, we can try – but your student isn't Adele, they don't have her anatomy, therefore, this goal is not attainable.

"I want to be able to consistently switch between twang and belt, to maintain loudness over an entire Adele song."

Now that's attainable and satisfies learning Adele-like vocal qualities!

## 5. Make it **measurable**

If we say “I want to sing better” we can’t measure or prove when it has been achieved. It is subjective.

Instead if we had: **“To sing smoothly over my break by the end of the term”** – this can be measured.

# Students **aren't** 'bad' for not practicing

If students do not have a good enough 'why' to **want** to invest their time practicing the (more unexciting) exercises we give them - why would they? Would you practice them if you weren't **fully** invested in the long-term outcome? **No.**

**We** know the long-term benefits, but they do not. It is **our job** to set relevant, attainable and measurable goals **with** them so that they are aware of and invested in what all their hard work is going towards  
- to get something they **want!**