

Name of the student and program of study _____

Self-Assessment Questionnaire
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The following document was prepared for the students at the Higher Ed. Music Institutions.

The purpose of this document is to clarify your own goals to you, as well as to help to tailor the instruction down to every need of each individual student. It is imperative that you take a bit of time and think deeply before answering the questions, and answer them as honestly as possible (how you feel, instead of what you think the teacher expects to read).

While this document is shared with school students in an editable form, for you, it is advisable to print this file and then to use your journal or notebook to reflect on the questions below.

Keep in mind - self-assessment or self-awareness has nothing to do with self-criticism.

* * *

Term: _____

1. What are your artistic goals (i.e. how do you see yourself contributing to the community and music):
2. What are your professional goals (i.e. what does your dream job or dream career looks like):
3. What are your goals as a pianist (i.e. what are you seeking to improve, dream repertoire, etc):
4. Who are your favorite composers:
4a. What fascinates you about them:
5. Who are your favorite performers:
5.a What do you enjoy the most about their playing (if there is anything similar that you would like to try to achieve):
6. (optional) If there are composers or performers that you don't like as much - what makes you dislike their music or performing?
7. What are your strengths (what comes to you at ease, seemingly without exerting too much effort):

8. What are your weaknesses (what do you struggle with when practicing or performing)
On a scale from 1 to 10 (10 being the highest, strongest feeling, the highest level of skill), please rate yourself by answering the following questions:

Commitment and focus

- The quality of your music-making is important to you ____
- You stayed motivated and productive (committed to regular playing during the break) ____
- You want to succeed and bring your dreams to life ____
- You expect to play well when performing at the lesson or on stage ____
- How long can you stay focused on practicing at a time, without getting distracted in any way (*highlight the relevant answer*) 5-10 minutes, 10-15, 15-25, 25-40, 40-50, 60-120
- When you are performing on stage, your mind is filled with thoughts of self-criticism ____
- When performing, you are having frequent thoughts of possible errors in the future ____

Stage fright

- How comfortable are you performing on the stage? ____
 - You feel nervous before going on stage ____
 - You feel weak (passive, not energized, not nervous) before going on stage ____
- You're able to present your abilities in the best way possible, every time you perform ____
- On the day of the performance, you may have doubts about your ability to do well ____
- You are aware of the ways to calm yourself down before going on stage ____
- You may question the level of your preparation (readiness) while playing on stage ____

Craftsmanship assessment, on a scale of 1 to 10, how comfortable are you with:

- Technique (overall score) ____
 - Scales ____
 - Arpeggios ____
 - Chords ____
 - Octaves ____
 - Double notes (thirds/sixths) ____
 - Repeated notes ____
- Finger control
 - Articulation and expressivity (overall score): ____
 - Legato (tonal connectivity) ____
 - Staccato (clarity) ____
 - Non-Legato ____
 - Color & tone
 - Pedaling ____
 - Dynamic range
 - (*forte & piano*) ____
 - Gradual changes (*cresc. & dim.*) ____
 - Dynamic hand independence
- Style awareness:
 - Baroque ____
 - Classical ____
 - Romantic ____

- Contemporary ____
- Underrepresented & living composers ____
- Foreign terminology (composer's markings) ____
 - Italian ____
 - French ____
 - German ____
 - English ____
- Phrasing ____
- Form analysis ____
- Memorization ____

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3 Self-Reflection paragraphs:

What do you particularly struggle with when practicing or performing (30 words minimum):

Write down your typical strategies for practicing - learning about the piece and composer, addressing sightreading, phrasing (sound), technique (quality), and memorization. (50 words):

What is your expectation of a piano teacher and piano lessons? (i.e. what do you feel like you need help with/what do you expect the teacher to help you with; 30 words minimum):

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Bonus question:

What is your dream piece (a piece of music that you, ultimately, would like to learn someday - can be solo, concerto, chamber, or vocal)

To be filled out after the juries:

Term:

1. How do you evaluate your own performance at the juries and your psychological experience of being on the stage (50 words minimum):

2. Do you feel that your preparation has contributed favorably (or not) to the quality and fluency of your playing at the juries?

3. What would you like to try to do differently in the next semester?

4. (optional, but recommended) Your expectations of your teacher and lessons (if modified from the beginning of the term):