

Developing Response

Initial e-mail from student:

I'm going to be learning the Can-Can for this French contest at the end of February, and I was wondering if that would count as ACTION.

And I'm going to be doing photography for the French contest too, so would that count as CREATIVE?

Yesterday, I had Solo and Ensemble. When I played my solo for the judge, I didn't do as well as I could've and so I felt kinda disappointed.

I don't know how talking about CAS over email works exactly, but I hope this is a start.

Advisor response:

Yes, the Can-Can may certainly be considered action, no problem there. Yes, photography would work as creative. I would like to discuss specifics of these activities with you a bit more before you begin. **Advisor offers guidance regarding purpose and personal outcome of activities.** Your reflection on your Solo and Ensemble isn't full enough. Tell me the story, which pieces were you playing, why didn't you do well? Tired? Bad day? Too much on your mind? Where will you go from here? What does this tell you about yourself? Is orchestra not a priority right now? Why or why not? Etc. etc. You don't have to answer all of these questions, but think about the experience and give me a full picture of what happened and what you have learned from this. **Advisor encourages student by asking questions that will lead to meaningful reflection.**

Second e-mail from student:

Oh, so I'm supposed to tell you how I felt basically? Well...My piece was Partita No.2 (Allemande) by Bach and I felt prepared for this more than last year but when I went to play, at the end, I was thinking 'YES, I'm almost done!' and then I messed up. I didn't get to vibrato as much as I wanted to because I was afraid that I would mess up.

Oh and I have really, really, bad performance anxiety and somehow that day, when I performed, I didn't get nervous until I messed up. (Maybe it's because I'm sick and I don't really care as much because the same feeling happened on Friday for my playing test)

It's weird because this year when I have playing tests, I start to shake physically and previous years my heart usually just starts beating really fast. I still get cold sweaty hands, but this year isn't bad. Last few playing tests, I've been doing worse than I usually do/could do (I practice in the morning and I can play the section but in class...it disappears) Since I started not doing my potential on playing tests, I wanted to drop orchestra next year but I like orchestra and the only reason I thought about dropping was because I didn't want Mrs. Thomas to think I wasn't good when what I was playing wasn't my best. **The student has a sense of her own weaknesses and should be encouraged by the advisor to persevere through the performance anxiety.**

This is a lot, but I hope it's something compared to my last email.